

EDUCATIONAL RESOURCES INFORMATION CENTER

August 1972

Volume 7 Number 8

SPECIAL NOTICES
BEGINNING PAGE 271

ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 7 Number 8

August 1972

Research in Education

ED 061 465 - 062 580

contents

DOCUMENT SECTION	3
Document résumés	5
Subject index	155
Author index	231
Institution index	249
ACCESSION NUMBERS SECTION	267
Cross Reference index	267
THE DOCUMENTS NOT AVAILABLE FROM EDRS	271
NEW THESAURUS TERMS	272
SEE NEW ANNOUNCEMENTS	OTHER ERIC PRODUCTS 273
HOW TO ORDER ERIC DOCUMENT REPRODUCTIONS	278
HOW TO ORDER ERIC PUBLICATIONS	279

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Norberg, Kenneth D.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Organization where document originated. **Sacramento State Coll., Calif.**

Report Number and/or Bureau Number—assigned by originator.

Date published. **Pub Date—15 Apr 66**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Contract—OEC-4-16-023**

Alternate source for obtaining documents. **Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.**

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

(AL) **Abstractor's initials.**

***The key to these codes is as follows:**

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AA—Leasco Systems and Research.....	5-6	PS—Early Childhood Education.....	74-78
AC—Adult Education.....	6-13	RC—Rural Education and Small Schools.....	78-87
CG—Counseling and Personnel Services.....	13-20	RE—Reading.....	87-90
EA—Educational Management.....	20-30	SE—Science, Mathematics, and Environmental Education.....	90-103
EC—Exceptional Children.....	30-36	SO—Social Studies/Social Science Education.....	103-110
EM—Educational Media and Technology.....	36-45	SP—Teacher Education.....	110-117
FL—Languages and Linguistics.....	45-56	TE—Teaching of English.....	117-123
HE—Higher Education.....	56-64	TM—Tests, Measurement, and Evaluation.....	123-134
JC—Junior Colleges.....	64-67	UD—Disadvantaged.....	134-143
LI—Library and Information Sciences.....	67-74	VT—Vocational and Technical Education.....	143-153

AA

ED 061 465 AA 000 991
Education Amendments of 1972. Conference Report [to accompany S.659].

Congress of the U.S., Washington, D.C. Senate.

Report No.—Senate-92-798

Pub Date 22 May 72

Note—228p.; Report of the Committee of Conference, 92d Congress, 2d session

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Advisory Committees, American Indians, Conference Reports, Education, *Federal Aid, *Government Publications, Government Role, *Higher Education, Legislators, *National Programs, *Nondiscriminatory Education

Identifiers—Education Amendments, *Elementary Secondary Education Act, ESEA, United States Senate

A committee, representing both the House and Senate, presents statements and recommendations to amend the text of the bill S.659. The major subjects under discussion are: Title I. Higher Education; Title II. Vocational Education; Title III. Amendments Relating to the Administration of Education Programs; Title IV. Indian Education; Title V. Miscellaneous. Title VI. Investigation of Youth Camp Safety; Title VII. Emergency School Aid; Title VIII. General Provisions Relating to the Assignment or Transportation of Students; Title IX. Prohibition of Sex Discrimination; and Title X. Assistance to Institutions of Higher Education. The bill is an amendment to the Higher Education Act of 1965, the Vocational Education Act of 1963, the General Education Provisions Act (creating a National Foundation for Postsecondary Education and a National Institute of Education), the Elementary and Secondary Education Act of 1965 (ESEA), and related acts. A Joint Explanatory Statement of the Committee of Conference on the preceding titles is submitted. (The House of Representatives report, number 92-1085, is identical to the Senate report.) (LS)

ED 061 466 AA 000 992

Havelock, Ronald G.
Bibliography on Knowledge Utilization and Dissemination.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No.—ISR-2796

Pub Date 72

Contract—OEC-3-7-070028-2143

Note—250p.; Revised edition which should be ordered in place of ED 029 172

Available from—Publications Division, Institute for Social Research, The University of Michigan, 426 Thompson Street, Ann Arbor, Mich. (\$4.50; all orders under \$10.00 should be prepaid)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annotated Bibliographies, *Bibliographies, Books, *Information Dissemination, Publications, *Reference Materials, Reports, Research, *Social Sciences

This bibliography was compiled for the purpose of identifying and reviewing literature relevant to the topic: "Utilization and Dissemination in all Fields of Knowledge." The six sections of the bibliography are: I. Explanatory Notes; II. Procedures Used to Establish Relevance for Inclusion; III. Major References Screened; IV. The Research Staff; V. Bibliography (Items entered during original literature review, 1967-1969. Listed alphabetically); and VI. Supplement (Items entered after 1972. Listed alphabetically). (DB)

ED 061 467 AA 000 993

Report of the Director-General on the Activities of the Organization in 1971.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—270p.

Available from—United Nations Educational, Scientific and Cultural Organization, place de Fontenoy, Paris-7e, France (\$6.00, 1 pound 80 pence; 24 francs)

Document Not Available from EDRS.

Descriptors—Agencies, Communication (Thought Transfer), Conferences, Cultural Education, *Educational Programs, *Foreign Relations, *International Organizations, Natural Sciences, *Organization, *Reports, Social Sciences, Standards

Identifiers—*UNESCO

This report on the activities of UNESCO in 1971 is divided into four main parts: (1) Relations with Member States and International Organizations, (2) Execution of the Programme, (3) Administration, and (4) Documents and Publications. Part I includes the following chapters: (1) Relations with Member States, (2) Relations with the United Nations, the Specialized Agencies and the International Atomic Energy Agency, and (3) Relations with Other International Organizations. Part II contains six chapters: (1) Education, (2) Natural Sciences and Their Application to Development, (3) Social Sciences, Human Sciences and Culture, (4) Communication, (5) International Standards, Relations and Pro-

grammes, and (6) General Resolutions. The eight chapters in Part III are: (1) Services of the Director-General, (2) Legal Affairs, (3) Bureau of Relations with Member States and International Organizations and Programmes, (4) Bureau of the Budget, (5) Bureau of the Comptroller, (6) Bureau of Personnel, (7) Bureau of Conference Services, and (8) Bureau of General Services. Part IV has one chapter: Bureau of Documents and Publications. Appendix A contains a list of the 125 member states of UNESCO as of 31 December 1971. Appendix B contains a list of the non-governmental international organizations within UNESCO. Appendix C lists the conferences and meetings held in 1971. (CK)

ED 061 468

AA 000 994

Trapp, Mary

Knowledge Utilization in Education: A Review of Significant Theories and Research.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Report No.—RM-7

Pub Date 15 Jan 72

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communications, *Educational Theories, Information Dissemination, *Information Utilization, Instructional Materials, Interaction Process Analysis, *Knowledge Level, Mass Media, Media Research, Models, Organization, Problem Solving, Public Education, *Research, Role Perception, Statistical Data, Teaching Techniques, Universities

A discussion providing a background sketch of theories and research specifically about, or pertaining to, the subject of knowledge utilization in the public education system in the United States is presented. The problem is defined as the question of how and why existing information comes to be considered "useful" by practitioners and how it is subsequently applied by practitioners. In the literature that has been generated in the area of educational diffusion, adoption and utilization of information, three basic approaches have been isolated: the research, development and diffusion perspective, the social interaction perspective, and the problem-solver perspective. The dominant perspective has been the research, development and diffusion model. Research on the subject of information utilization is described as loosely organized, university-based, individually directed, theory oriented, committed to experimentalism, conducted primarily by persons trained in a psycho-statistical tradition, and a part-time pursuit. The point is made that when considering the role of media in education, one should distinguish between the commercial mass

media and media used as teaching devices in the classroom. The final conclusion of this review is that the communicational perspective of the present study finds a fair amount of theoretical and research support in the extant literature on knowledge utilization in education. (Author/CK)

AC

ED 061 469 AC 004 287

Jensen, Glenn S.
A Report on the 1968 Adult Basic Education Institute for Administrators in Region VIII.

Wyoming Univ., Laramie. Dept. of Adult Education and Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Grant—OEG-0-8-060040-3789-039

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Adult Basic Education, Educational Planning, Educational Programs, Educational Television, Group Discussion, *Institutes (Training Programs), Interpersonal Competence, *Leadership, Objectives, Organization, Program Development, Program Evaluation, Projects, Student Participation, *Summer Programs, Teacher Education, Teaching Techniques

A project to improve the leadership competency of personnel responsible for program development and implementation in ABE is presented. The intent of the program planners was to help the ABE administrator discover new patterns of need, to search for new teaching formats and content, and to reassess the relationships which exist in the world of work. The curriculum of the Institute was designed to utilize fully a variety of instructional methods and techniques in order to provide a sound sequence of learning experiences which would equip the participants to plan, organize and conduct ABE programs, to acquire understandings and insights into problems faced by participants in ABE programs, to plan and conduct teacher training institutes, and to evaluate ABE programs. Basic theories of administration, program development, and evaluation were presented and discussed by authorities in these fields. Participants examined and explored the presentations through practicums, small groups, and large group discussions. The Institute was evaluated in terms of participants' attitudes and participants' response toward it. Conclusions include: (1) At least one week of the program should be held in a secluded residential setting; (2) Future concern in ABE; (3) Exploration should begin as soon as feasible into the possibility of the utilization of Regional Educational TV; and (4) State Directors of ABE should continue to share actively both in the planning and the conduct of summer institutes. (Author/CK)

ED 061 470 AC 004 479
Extended and Revised National Teacher-Training Adult Basic Education Program Funded under the Adult Education Act of 1966.

National Univ. Extension Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Dec 67

Grant—OEG-2-6-061894-1894

Note—121p.; Fourth progress report

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Advisory Committees, Consultants, *Curriculum Design, Educational Change, *Educational Finance, *Educational Legislation, Educational Planning, Educational Programs, *Federal Aid, Institutes (Training Programs), Local Government, Organization, Projects, Regional Programs, Reports, State Government, Teacher Education, Universities

A project to conduct eleven regional teacher institutes is discussed. The curriculum advisory group for this project was comprised of a representative of the President's Advisory Committee on Adult Education, one State ABE Director from each USOE region and nine consultants; in addition to suggesting some modifications to the core curriculum, the group also recommended that teacher trainer and administrator institutes be held. Four Progress Reports

are summarized: (1) The first contains documents pertaining to NUEA's proposal and the awarding of the grant; (2) The Second Progress Report contains preliminary data on the organization and structure of the nine institutes selected to train the teacher trainers; (3) The Third Progress Report covers the extension and amendments of the grant and the organization and planning of the program; and (4) The Fourth Report covers institute activities, both in program and administration, at the federal, state, local and university level. (Author/CK)

ED 061 471 AC 006 141

Valencia, Atilano A. Olivero, James L.
Innovative and Dynamic Instructional Approaches in Adult Basic Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—S-48

Pub Date 31 Mar 69

Contract—OEC-4-062827-3078

Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Bibliographies, Communication Skills, *Curriculum Development, Evaluation Techniques, *Individualized Instruction, Instructional Materials, *Microteaching, Performance Specifications, Student Role, Teacher Education, Teacher Role, Teaching Guides, Teaching Techniques, *Team Teaching, Vocational Education

Three innovative instructional approaches in adult education for use in adult basic education programs are presented. The approaches are discussed in these papers: "Individualized Instruction Based on Performance Curriculum in Adult Basic Education" by Atilano A. Valencia, "Team Teaching—An Interacting System for Adult Basic Education" by Atilano A. Valencia and James L. Olivero, "Micro-Teaching—A New and Dynamic ABE Teacher Training Approach" by Atilano A. Valencia; and "About Humanizing Less-Than-Honest ABE" by Robert D. McIlroy. Bibliographies and report resumes are included. (DB)

ED 061 472 AC 006 196

Ohliger, John, Ed.
Project to Train Teachers in Adult Basic Education Curriculum Development (July 21-August 8, 1969). Final Report.

Ohio State Univ., Columbus. Center for Adult Education.

Pub Date 69

Grant—OEG-0-9-451208-4561(323)

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Attitudes, Cognitive Processes, *Curriculum Development, Educational Programs, Field Trips, Group Instruction, Inservice Education, Instructional Materials, Leadership Training, Learning Activities, Memory, Objectives, Programmed Instruction, Program Evaluation, *Projects, Skill Development, *Teacher Education, *Workshops

The conduct of a workshop in Adult Basic Education Curriculum Development is discussed. The major objectives of the workshop were: (1) To develop an understanding of what a curriculum is and the processes of curriculum development; (2) To assist persons to develop skills in preparation of curricula in adult basic education; and (3) To develop leadership skills for conducting in-service training programs in curriculum development for other teachers. A total of 113 participants enrolled in the program for a period of three weeks; they were divided into four learning groups. The program consisted of three major activities. These were: (1) presentation by experts in adult basic education and curriculum development, (2) learning activities, including group discussion and program evaluation, and (3) field trips. At the conclusion of the program most participants felt they: (1) Gained a basic understanding of curriculum development in adult basic education; (2) Developed a better understanding of the adult learner; (3) Developed more practical approaches to adult basic education through discussions with other participants and from field trips; (4) Refreshed their memories on known ABE materials as well as being introduced to new materials; (5) Gained information and materials in programmed learning and other innovative approaches in ABE; and (6) Fulfilled individual objectives in the program. (Author/CK)

ED 061 473 AC 006 539

King, Gordon A. Regan, Timothy F.
System for Inter-Agency Coordination in Adult Education.

Pub Date Nov 69

Grant—OEG-0-8-018106-4371(039)

Note—49p.

Available from—ESC, Suite 301, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036 (no price given)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Career Education, Cooperative Education, Correctional Education, Disadvantaged Groups, Educational Legislation, *Educationally Disadvantaged, *Federal Government, *Interagency Cooperation, Job Skills, *Literacy Education, Manpower Development, Migrant Education, National Programs, Older Adults, Questionnaires, Surveys, Technical Education, Vocational Education, Youth Programs

Identifiers—Cuban Refugee Program, Operation Mainstream, Project 100 000

An innovative system to facilitate inter-agency cooperation in 16 federal agencies concerned with adult basic education is provided. The 16 programs chosen for the study were: (1) Work Incentive Program; (2) Concentrated Employment Program; (3) New Careers; (4) The Cuban Refugee Program; (5) Grants for Community Planning, Services and Training for Older Persons; (6) Social Services in Support of Adults with Potential for Self-Support; (7) Vocational Rehabilitation; (8) Vocational and Technical Education; (9) Manpower Development and Training Act; (10) Neighborhood Youth Corps; (11) Operation Mainstream; (12) Job Corps; (13) Programs for Migrant and Seasonal Farm Workers; (14) Education and Vocational Training for Federal Prisoners; (15) Adult Basic Education; and (16) Project 100,000. Questionnaires were used in a field survey of twelve local programs that were "typical" of a corresponding federal agency. Findings of the study are: (1) There is at present no clear national policy for ABE; (2) There is at present no universally applicable definition of Adult Basic Education; (3) Target populations for ABE programs are unclear; (4) There is at present only minimal connection between ABE programs; (5) There is at present little research or teacher training in other-than-USOE programs; and (6) There is at present a lack of standard evaluation and statistical reporting procedures in ABE programs. A presidential Advisory Council is seen as the answer to these problems. (DB)

ED 061 474 AC 006 876

Master Unit: Adult Basic Education In-Service Program for Teacher Awareness in Guidance and Counseling.

Texas Univ., Austin. Extension Teaching and Field Service Bureau.

Pub Date 69]

Grant—OEG-0-8-053078-4641(039)

Note—202p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Basic Education, Attitudes, Audiovisual Aids, Behavioral Objectives, Counseling Services, Educational Programs, Evaluation, Guidance Counseling, *Inservice Education, Instructional Materials, Learning Activities, *Self Concept, Student Motivation, *Teacher Education, Tests

A program for adult basic education is presented. The general concepts underlying this program are that the teacher will review material covered in the preceding lessons and will be reminded of the overall purpose of the instructional package. Behavioral objectives of the program are: (1) The teacher will take the second diagnostic self-test for personal evaluation; and (2) The teacher will be able to list the more salient points covered in the preceding lessons. Factors which were considered in the conduct of this program include: (1) Attendance is voluntary and determined by a practical motive; (2) The adult is an impatient learner; (3) The adult must acquire and retain a high degree of self-confidence and must have a feeling of success to a far greater degree than children; and (4) The adult has handicaps which he must overcome—physiological changes, psychological handicaps of prejudice, set patterns and habits, fatigue resulting from a full day's work prior to class. Materials used included six transparencies, one audio

tape, and one diagnostic self-test. Activities included: (1) The teacher will view the transparencies and listen to the tape; and (2) The teacher will take and score the diagnostic self-test. The self-test will comprise the evaluation. (Author/CK)

ED 061 475 AC 008 261
Special Project for Coordinated Adult Basic Education, 1968/69. Final Report.

Kansas City School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [69]
Grant—OEG-0-8-035131-4374(039)
Note—348p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Adult Basic Education, Adult Counseling, Educationally Disadvantaged, Educational Objectives, *Evaluation Criteria, Functional Illiteracy, Inservice Teacher Education, *Instructional Improvement, *Interagency Coordination, Program Evaluation, Publicize, Recruitment, *Student Motivation, Teacher Education, Testing

Identifiers—*Kansas City, Missouri

The activities and results of a special project to coordinate the Adult Basic Education components of four federally funded agencies in the Kansas City Metropolitan Area, as a means of reaching the hard-core functional illiterate and providing a more effective and economical academic program, are reported. The five objectives of the program were: (1) to provide interagency coordination efforts to assist each participant to move from economic dependency to self reliance; (2) to employ new techniques of recruitment aimed at reaching the target population and stimulating their desire to be involved; (3) to bring about better utilization of Federal funds by raising the educational level of a greater number of enrollees in a lesser amount of time; (4) to provide a more effective program of instruction using and testing the values of a variety of published materials, wide and improved use of educational techniques, through a well-planned teacher training program and in-service series conducted through the Adult Basic Education Regional Specialist at the University of Missouri; and (5) to develop an adult basic education evaluation system so that a continuing analysis of all aspects of the program is possible. It was concluded that most of the objectives of the project were met. Appendixes present material related to the four program objectives. (DB)

ED 061 476 AC 008 286
Mexican-American and Public Aid Recipients Project (MAPAR). Final Report.

McMinnville Public School, District 40, Ore.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 69
Grant—OEG-0-8-047092-4379(030)
Note—65p.

EDRS Price MF-\$0.65 HC-\$2.29

Descriptors—Adult Education, *Anglo Americans, Curriculum Design, Educationally Disadvantaged, Educational Programs, *English (Second Language), Independent Study, Information Dissemination, Instructional Materials, *Language Development, *Mexican Americans, Migrants, Paraprofessional School Personnel, Program Evaluation, Projects, Spanish Speaking, Teaching Methods, *Welfare Recipients

A project (MAPAR), designed specifically to explore and develop an educational program which will demonstrate effective methods for teaching the educationally disadvantaged adult, is discussed. The approach utilized by this project is that of an individualized learning center which incorporates paraprofessional teacher, self-instructional learning materials and community resources to build a curriculum suited to individual needs. Major concerns of MAPAR include: (1) identification of the educational needs of the Mexican-American and other educationally disadvantaged, (2) advancement of the family as a unit educationally and culturally, (3) vocational exploration and enculturation, (4) development of social skills for community acceptance, (5) self-identification of the Mexican-American historically and culturally, and (6) knowledge of customs and laws of Anglo society. Initial areas of concentration included organizational development, establishment of facilities, personnel

requirements and responsibilities, development of community cooperation and support, materials selection and development, and evaluation and dissemination activities. Findings include: (1) The original design of the project proved to be fundamentally sound for the under-educated Anglo-American and the Anglo-sized Mexican-American who has adopted middle class values towards education; and (2) The design was inefficient in meeting the needs of the Mexican-American migrant or ex-migrant with little or no language skills in English. (Author/CK)

ED 061 477 AC 008 432
A Regional Educational Television Project for Non-English Speaking Spanish-Surname Adults. Final Report.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67
Grant—OEG-2-7-005081-5081
Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Basic Education, Bilingualism, Conferences, *Educational Television, English (Second Language), Functional Illiteracy, Home Instruction, Instructional Materials, *Literacy Education, *Migrant Education, Regional Programs, *Second Language Learning, *Spanish Speaking, Video Tape Recordings, Workshops

Educational television (ETV), as a demonstration project, as a possible means of reaching a target population of migrant Spanish-speaking Mexican Americans in the Southwest Region with low literacy backgrounds was studied. Two state departments (Arizona and California) and the University of Colorado were enlisted to participate in the project. The Southwestern Cooperative Educational Laboratory acted as systems manager to develop and produce components for a prototype instructional package for undereducated and illiterate Spanish-speaking adults. A two-day Adult Basic Education Conference was held to identify priority areas of need in ABE. Instructional elements that evolved from the conference were the development of paper and pencil materials, a delivery system for the video tape-player and pencil instructional package, and an active ABE clearinghouse. The conference also proposed the introduction of teacher-training programs for teachers and aides of Spanish-speaking adults in basic education programs. Three appendixes present material related to work conducted in relation to the project. (DB)

ED 061 478 AC 008 639
Pomerantz, Philip
Institute in Administration for Local Directors of Adult Basic Education. Final Report.

Bridgeport Univ., Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 69
Grant—OEG-0-9-161114-4328
Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrator Education, Administrator Role, Adult Basic Education, *Adult Educators, College Curriculum, Evaluation, *Institutes (Training Programs), *Leadership Training, *Professional Personnel, Summer Institutes

This Institute was designed to fill the gap between the need for change and the barriers that frustrate change by focusing on the leadership development of local ABE directors through an administrative training program. This report outlines the objectives of the project, the methodology employed, and the outcomes. A significant outcome of the Institute was the request that the University of Bridgeport create an adult education program that could respond to the national, state, and local needs to prepare well-qualified personnel for this area. In conjunction with this request, it was proposed that the College of Education of the university add to its graduate program a program of studies in Adult and Continuing Education. Appendixes to the report present a brochure, a list of participants, pre-institute materials, staff and consultants, selected consultant presentations, sample student projects, workshops groups, groups responsible for introducing guest speakers, banquet invitation

and certificate, preplanning materials for evaluation reunion, follow-up evaluation reunion questionnaire results, final report of one-day evaluation reunion, and excerpts from a proposal for a graduate program in adult education at the University of Bridgeport. (DB)

ED 061 479 AC 008 643
Adult Referral and Information Service in Education (ARISE). Final Report.

Providence Public Schools, R.I.

Pub Date 70
Grant—OEG-1-7-673040-2874
Note—211p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education, Counseling Services, Dropout Prevention, Dropouts, Economically Disadvantaged, *Educationally Disadvantaged, Educational Television, Goal Orientation, High Schools, Improvement Programs, *Information Dissemination, Models, Objectives, Occupational Guidance, *Program Evaluation, Projects, *Referral, Self Concept, Standards, Youth

Identifiers—*Providence, Rhode Island

A project (ARISE) designed to provide information, referral and counseling on the available resources and services in Providence and in Rhode Island for youth and adult residents of the City of Providence is presented. Objectives include: (1) To help adults improve their self understanding, verify their goals, make firm commitments to their objectives, and grow through education; (2) Assist clients to apply results of educational and/or vocational appraisal to selection of educational institutions and to planning of educational programs; (3) Make referrals to continuing education programs; (4) Initiate programs to prevent and help dropouts; and (5) Establish a clearinghouse of information and publish an up-to-date annual ARISE Directory of Adult Education Programs, Cultural Opportunities and Guidance Services. The course was charted, guidelines set up, and a model was constructed for counseling out-of-school youth and adults. Follow-up activities were engaged in to determine results of the services, to improve methods and procedures, and to establish immediate and future operational criteria. Strengths of the project were found to include: (1) the Directory, (2) the dialogue initiated between the project staff and the uneducated poor, (3) the initiation of TV High School, and (4) the quality of project management. (Author/CK)

ED 061 480 AC 008 649
Southeastern Institute for Teacher Training in Adult Basic Education.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [68]
Grant—OEG-0-8-019003-4260(039)
Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Adult Educators, Inservice Teacher Education, *Institutes (Training Programs), Instructional Improvement, Preservice Education, *Professional Continuing Education, Regional Programs, *Teacher Education, Teacher Educators, Teaching Methods

Identifiers—Florida, *Southeastern Institute

The overall objective of the project was to train a group of highly selected teacher-trainers and master teachers in the theory and principles of ABE, who would, in turn, provide for the pre-service and inservice training of classroom teachers and teacher-aides through state and local community clinics and workshops. More than 70 participants took part in the institute. On the basis of follow-through activities and evaluations of the Institute, it is concluded that: (1) Teacher turnover in ABE is high; (2) Teachers need intensive pre-service orientation to ABE and continuing in-service training; (3) The quality of ABE and the effectiveness of teaching it are subject to qualitative and quantitative measurement and evaluation; (4) At present, there are few career ladders for professional development in ABE; and (5) Teachers need most to be able to effectively teach basic skills, provide subject matter and materials relevant to the needs of disadvantaged adults, individualize instruction, apply a wide range of adult education methods and techniques, and effectively serve in the roles of

counselor, diagnostician, evaluator, resource specialist, and designer-manager of learning experiences. The importance of these conclusions to future teacher training programs is presented. (Author/DB)

ED 061 481 AC 008 764

Regan, Timothy F. Walsh, Paul A.
Adult Basic Education Staff Training, Literature Search.

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Curriculum Development, *Educational Programs, *Literature Reviews, *Models, Professional Personnel, Publications, *Staff Improvement, Teacher Education, Teacher Education Curriculum, Teacher Educators, Training Techniques

This literature search represents what is considered to be a majority of the relevant information on ABE staff training that has appeared post-1965. Primary focus of the search was on identifying concrete models for possible replication; however, other material that has practical or descriptive value for the field of adult basic education is also included. The search results are discussed in the following chapters: Comprehensive ABE Training Program; Research Models; and Program Models. Conclusions reached as a result of the search are that there is little innovation in ABE staff training; little effort has been made to utilize existing knowledge about staff training to create effective training programs; and staff must be taught by trainers using the desired techniques before ABE staff adopt these techniques. Suggestions are made for a general ABE training model. (DB)

ED 061 482 AC 008 823

Aker, George F., Ed. Schroeder, Wayne L., Ed.
Resource Development and Utilization in Adult Basic Education. Final Report.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Grant—OEG-0-9-191209-4427(323)

Note—294p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Basic Education, Conferences, Educational Innovation, *Functional Illiteracy, Human Relations, *Institutes (Training Programs), Objectives, Perceptual Development, Problem Solving, *Resource Materials, *Role Perception, Skill Development, Task Performance, Workshops

This Institute was based upon the premise that existing efforts to eliminate illiteracy must be dramatically increased across the country and this increase in effort and activity could be substantially achieved with existing resources through the creative and dynamic efforts of the State Directors of Adult Education. Consequently, the Institute was designed to provide as many human and material resources as possible for use by the State Directors in analyzing the magnitude of their tasks, their individual and collective roles, and in developing imaginative "plans of action" to maximize the effective use of resources in adult basic education. The participants in the Institute were involved in a variety of pre-conference planning activities prior to their involvement in a human relations-problem solving 2-week residential workshop. The major objectives of the workshop were to enhance the creative capabilities of the participants, to perfect their communication, perceptual and problem solving skills, and to put into action innovative ideas to help overcome certain problems which inhibit the impact and effectiveness of adult basic education. (Author)

ED 061 483 AC 008 958

Rose, Harold Hensley, James
The Relationship between Anomia and Participation in Adult Basic Education.

Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Grant—OEG-2-7-005077-5077(039)

Note—31p.; Paper presented at the Annual Meeting of the Adult Education Research Conference (New York City, February 2-5, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Adult Basic Education, Age, *Changing Attitudes, Demography, *Disadvantaged Groups, Dropout Programs, Employment, Hypothesis Testing, Interpersonal Competence, Marital Status, *Participant Characteristics, *Rural Population, Self Actualization

Identifiers—Alabama, *Anomia, Appalachia, Kentucky, Srole Anomia Scale

The influence of participation in adult basic education on attitudinal changes among a selected group of adults from rural Appalachia was studied. Specific aims of the study were: (1) to determine the relationship between participation in ABE and change in anomia, (2) to determine the extent of anomia among rural Appalachian adults with educational deficiencies, and (3) to determine the relationship between demographic factors and anomia of ABE participants. Ten hypotheses were tested. Using the Srole Anomia Scale, data were collected from seven classes in four different locations in rural Appalachia (four in Eastern Kentucky and three in Northern Alabama). The median age of the subjects was 30.5 years; the mean age was 31.4 years. There were 26 females and 11 males in the sample, 59.4% being married. Nearly one-half of the subjects had completed 7 or 8 grades of school before dropping out, and over 60% were employed. The mean anomia pretest score was 3.5 and the mean posttest score was 2.9. This change in anomia scores implies that ABE students see the program as a means of removing obstacles to the achievement of their goals. No significant relationships were identified between the demographic factors, age, sex, marital status, educational level, and employment status and anomia. A significant finding was that students who remained in the adult program had significantly higher anomia scores than did drop-outs. (DB)

ED 061 484 AC 008 972

Interim Progress Report on the Project, "From Research to Practice in ABE: Phase I.

Pub Date Oct 70

Grant—OEG-0-70-4600(324)

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Demonstration Projects, *Models, Objectives, Organization, Problem Solving, *Reports, *Research, Social Sciences

A project that served as a demonstration effort in ABE is discussed. This project endeavored to: (1) identify significant research literature in the social sciences relevant to such problems; and (3) develop and disseminate a series of monographs which translates the findings of research and suggests solutions to problems in a manner which was meaningful to practitioners. Three models were developed as alternative solutions: the social organization model, a simple linear model of progression through an ABE program, and a model relying on analyzing ABE in terms of content, clientele, and functional dimension. (CK)

ED 061 485 AC 010 110

Buskey, John H.

1969 Institute on Instructional Television and Adult Basic Education. Final Narrative Report.

Maryland Univ., College Park.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Mar 71

Grant—OEG-0-9-301170-4150(323)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Educational Television, *Institutes (Training Programs), Material Development, Media Technology, Production Techniques, *Professional Continuing Education, Program Evaluation, Regional Programs, Summer Institutes, Television, Workshops

A three-week summer institute on educational television for ABE teachers, teacher trainers, administrators, and television production personnel is discussed. Thirty-two participants (11 TV personnel and 21 ABE personnel) from 10 states, two territories, and the District of Columbia attended. Participants were provided with a variety of materials on television, adult basic education, and educational television. Several different follow-up activities were undertaken. Evaluation of the institute was carried out by means of a questionnaire which was mailed to the participants. The 16 replies received indicated that both

the institute and the follow-up activities had been successful from the viewpoints of developing media skills and the ability to work as a team in the implementation of these skills. The 12 appendices to this report are: A. Planning Materials; B. Participants and Faculty; C. Teams and Their Productions; D. Institute Schedule; E. Published Reports; F. Library Materials; G. Follow-up Memorandum; H. Follow-up: West Virginia Workshop; I. Follow-up: Florida Region IV Meeting; J. Follow-up: Delaware-Pennsylvania Meeting; K. The "Right-to-Read" Television Announcement; and L. Evaluation Instrument. (DB)

ED 061 486

Long, Huey B.

A Different Look at the Correlation Coefficient between Dogmatism and Conformity.

Pub Date Apr 72

Note—11p.; Paper presented at the annual Adult Education Research Conference (Chicago, Illinois, April 6-9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Authoritarianism, *Conformity, *Correlation, *Dogmatism, Hypothesis Testing, Measurement Instruments, *Personality Assessment, Prisoners, Research Methodology, *Statistical Studies

Identifiers—Asch Vertical Line Scale, Rokeach Dogmatism Scale

A study was conducted to determine why the theoretical relationship between dogmatism and conformity had not been verified in correlation studies. The study was designed to study the effect of differing statistical treatments on the coefficient of correlation. Data generated in an experimental framework included conformity scores and dogmatism scores; conformity was determined by use of Asch's Vertical Line Scale and dogmatism was determined by Rokeach's Dogmatism Scale. The dogmatism data were treated in two ways: (1) as a total score, and (2) as individual sub-test scores. Using the total score, a zero order correlation technique was employed to determine the coefficient of correlation between dogmatism and conformity. Such a treatment yielded no significant correlation. Employing the independent scores of 17 sub-test areas of the Dogmatism Scale and a multiple correlation statistical treatment, a significant coefficient of correlation resulted. (Author/DB)

ED 061 487

de Angeli, Gerard

An Experiment in Developing the Ability of Disadvantaged Adult Learners to Perform Verbal Logical Operations.

Pub Date Apr 72

Note—15p.; Paper presented at the annual Adult Education Research Conference (Chicago, Illinois, April 6-9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Students, Age, Autoinstructional Aids, *Classification, Cognitive Processes, Communication Skills, Comparative Analysis, Demography, *Disadvantaged Groups, Instructional Programs, *Logical Thinking, Memory, Nonverbal Tests, Teaching Methods, Testing, *Verbal Ability, Word Recognition

Identifiers—CAT, *Classification Assessment Test

Certain aspects of the performance of adults on verbal reasoning tasks were studied. The four main objectives of the study were: to develop a self-instructional booklet for use in teaching adults the functional rules of classification; to construct a reliable instrument for use in assessing the capability of adults to perform verbal classification tasks; to study the influence of four different factors of content on the difficulty of the tasks to be performed on each item of CAT; and to use both demographic variables and primary ability test scores to predict performance of the adult participants on CAT. Results of the study, utilizing 30 adults in an experimental group and 30 in a control group, indicate that experienced-based instructional strategies should be preferred in the teaching of logical skills to adults. Appendix I presents the Structure of Classifying; Appendix II is the structure of the Analysis of Learning Components for Verbal Classification Tasks; and Appendix III is a Sample Page from Self-Instructional Program in Verbal Classification. References are provided. (Author/DB)

ED 061 488

Dutton, Donnie And Others

ABE Staff Development in Middle Tennessee.

AC 012 496

Memphis State Univ., Tenn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Data Analysis, Evaluation Techniques, *Participant Satisfaction, Professional Personnel, *Program Evaluation, Questionnaires, Resource Materials, *Staff Improvement, Supervisors, Teachers, *Workshops

Identifiers—*Tennessee

The overall effectiveness of the educational experiences provided at three Middle Tennessee ABE workshops was determined. Two instruments were used to collect data from approximately 300 adult basic education personnel from all counties in Middle Tennessee; these instruments were a questionnaire and an evaluation scale. The participants' responses are presented under Profile of the Participants, Physical Facilities, Objectives, Program, Strengths, Weaknesses, and Overall Rating. Analysis of the data shows that the three workshops were successful. Appendixes present a list of Staff and Resource Persons, the Program, a List of Participants, and Evaluation Forms. (DB)

ED 061 489

AC 012 497

Teacher Training Conference: Adult Basic Education for Urban Clients. Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 72

Grant—OEG-0-71-3413(323)

Note—249p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Basic Education, Adult Educators, *Conferences, Curriculum Development, Instructional Improvement, Models, Negro Students, Practicums, *Professional Continuing Education, Program Development, Program Evaluation, Regional Programs, Self Directed Groups, Short Courses, Skill Development, *Teacher Education, *Urban Teaching

Identifiers—*Chicago University

The University of Chicago's Teacher Training Conference provided for an examination of opinion and research from the field of adult basic education; practice in skill development and application; an experience of an urban community; and encounters which centered on personal, political, and educational ideology. This report describes the planning of the conference, the conference itself, and post-conference activities. An analysis of evaluation data is presented as is a general appraisal of the conference. Implications specific to conference planning are discussed under the following topics: recruitment, conference planning, formative evaluation, and inter-conference communication. It is concluded that the Chicago conference was a useful learning experience for most participants. Also, the Self Directed Learning (SDL) model used proved to be generally effective for most attendees, demonstrating the model's utility for short-term ABE training. Appendixes present the Conference Roster; a Catalog: Adult Basic Education for Urban Clients; Form Letters and Evaluation Instruments; List of Publishers Supporting the Learning Center; Materials and Supplies Given to Conferees; Progress Reports to State Directors; Sample SDL Project; and Conferees' Certificate Award. Thirty-one tables present data. (DB)

ED 061 490

AC 012 498

Special Demonstration Project for Involvement of Adult Residents of Soul City, Tuscaloosa, Alabama. Volume I: Evaluation and Final Report; Volume II: Supplementary Materials; Volume III: Public Relations.

Alabama Univ., Tuscaloosa.

Spons Agency—Division of Adult Educational Programs, BAVT.

Pub Date Aug 70

Grant—OEG-0-9-102027-4068(324)

Note—253p.; Vol. II published Oct. 1970, and Vol. III published May 1971

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *Adult Basic Education, Community Programs, Curriculum Development, *Demonstration Projects, Educationally Disadvantaged, *Family Life Education, Females, *Functional Illiteracy, *Homemaking Education, Home Management,

Low Income Groups, Males, Motivation, Negroes, Nutrition, Participant Characteristics, Participant Involvement, Program Evaluation, Public Relations, Questionnaires, University Extension, Youth Programs

Identifiers—Alabama, *Soul City, Tuscaloosa

This special demonstration project was designed to develop ways of reaching illiterate women and motivating them toward adult basic education goals through programs that support and strengthen family life. Volume I presents the following: Introduction and Purpose; Project Procedure; Program Accomplishments and Evaluation (Description of the Population; Adult Basic Education Classes; Homemaking Skills Program; Participation by School of Social Work; Cooperation of Agencies and Organizations; Volunteer Service; Participation of Soul City Residents; Activities for Children and Youth; The Neighborhood Meetings; Publications at Soul City; Use of Consultants with Project; Summary of Evaluation Team Reports; and Achievements in the General Objectives); and Recommendations and Conclusions. Volume II contains the 12 appendixes to the report, as follows: Summary Statement of the Tuscaloosa Opportunity Program; Questionnaire; Soul City Community Staff; Content of Adult Basic Education Classes, Soul City Community Center; Special Experimental Demonstration Project for Involvement of Adult Residents of Soul City, Tuscaloosa, Alabama; Observation Guidelines for Home Management Students, University of Alabama; Subject Matter Outlines Prepared and Used by Administrative Coordinator; Soul City Recipe Booklet; List of Pamphlets and Bulletins Used at Soul City Community Center; Soul City Bulletins and Announcements Sheets; Seminars on Working with Low Income Families; and Example of Invitation to Evaluation Team. Volume III is comprised of newspaper and journal articles concerning the project. (DB)

ED 061 491

AC 012 499

Charters, Alexander N., Ed. Rivera, William M., Ed.

International Seminar on Publications in Continuing Education.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Report No.—R-72

Pub Date May 72

Note—124p.; Papers presented at Third International Seminar on Adult Education (Minnowbrook Conference Center, Syracuse Univ., Syracuse, N.Y., June 8-10, 1971)

Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, Bibliographic Citations, Developing Nations, *Information Dissemination, Literature, *Material Development, Professional Personnel, *Publications, Publishing Industry, Resource Materials, *Seminars

Identifiers—*Continuing Education

Substantive papers presented at the third in a series of international seminars sponsored by Syracuse University are provided in this publication. In addition, a summary of the themes, or issues, as they emerged in the discussion is given. The seminar focused on publications in the professional field of adult education. The papers presented are as follows: "Why Publications" by R. J. Blakely; "Analysis of Publications in Continuing Education" by Stanley M. Grabowski; "Needs of Associations for Publications in Continuing Education" by William S. Griffith; "Use of Publications by Adult Education Scholars" by Alan B. Knox; "Needs of the Users of Publications from the Practitioner's Point of View" by Olivia P. Stokes and Alice M. Leppert; "Thoughts on Periodicals for Professionals" by Thomas Kelly; "Sponsorship and Support of Publications in Continuing Education" by Milton R. Stern; "The Role of the College Textbook Publisher in Continuing Education Programs" by William C. Halpin; "Adult Education and Publishing" by Richard G. Underwood; "International Trends in Publications in Continuing Education" by J. Roby Kidd; "Adult Education and Strategic Resources for Economic Development, with Special Emphasis on Developing Countries" by Dr. A. M. Zikry; "Notes on Bibliographic Sources for the Study of Adult and Continuing

Education in Africa" by John and Maureen Webster; and "Futures": A New and Needed Literature for National and International Planning in Continuing Education" by William M. Rivera. (DB)

ED 061 492

AC 012 500

Navajo Adult Basic Education.

Navaho Community Coll., Chinle, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Grant—OEG-0-70-5156(324)

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Community Colleges, Community Responsibility, Culture Conflict, Curriculum Development, *Disadvantaged Groups, *English (Second Language), Functional Illiteracy, Language Instruction, Literacy Education, *Navaho, Social Change

The objectives of this Special Experimental Demonstration Project in Adult Basic Education for the Navajo were: (1) to raise the educational and social level of Navajo adult students who are unable to read, write, and speak English; (2) to assist the Navajo adult students to take advantage of occupational and vocational training programs; (3) to assist Navajo adult students to be aware of the various service agencies on or near the Navajo reservation; (4) to encourage the Navajo adult students to better meet their responsibilities as bicultural individuals and parents; (5) to promote the personal well-being and happiness of each Navajo adult student. The NABE is operating in 15 communities with a total enrollment of 350. Five instructors with assistants are employed to work directly with the participants. Approximately 18 hours of week of classroom instruction is given. In-service training was provided for the staff. Navajo Community College's contributions to the project were made in a variety of areas, such as: faculty participation in the in-service training; provision of audiovisual materials and the production of a film; payroll, budget, and financial services; the loaning of vehicles; library services; public information and publicity services; the provision of Navajo culture consultants; and groups from the Navajo Studies Program, Nursing Program, and Home Economics Department were involved. (DB)

ED 061 493

AC 012 501

Maddison, John

Radio and Television in Literacy. A Survey of the Use of the Broadcasting Media in Combating Illiteracy among Adults.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Mass Communication.

Report No.—R-62

Pub Date 71

Note—83p.; Reports and Papers on Mass Communication, 62

Available from—Unesco Publications Center, P.O. Box 433, New York, N.Y. 10016 (\$2.00; 60 pence; 8 Francs)

Document Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Audiovisual Instruction, Bibliographies, Disadvantaged Groups, *Educational Radio, *Educational Television, Functional Illiteracy, Independent Study, *Literacy Education, Mass Media, Non Western Civilization, Questionnaires, *Surveys, Western Civilization

Identifiers—*UNESCO

Information obtained in a survey of the uses of radio and television in connection with literacy work in 40 countries of the world is presented. Much of the information consists of replies to Unesco questionnaires on the subject. The countries surveyed were: Algeria, Cameroon, Central African Republic, Chad, Congo (Brazzaville), Ethiopia, Gabon, Guinea, Ivory Coast, Kenya, Madagascar, Mali, Niger, Rwanda, Senegal, Sudan, Tunisia, United Arab Republic, Upper Volta, Zambia, Cuba, Guatemala, Jamaica, Mexico, United States, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru, Burma, China (Republic of—Taiwan), India, Iran, Laos, Italy, Spain, and Yugoslavia. A profile or composite picture of practices and experience in various countries is presented. The survey showed that broadcasting is making a valuable and in some cases essential contribution to literacy campaigns. Recommendations made include the following:

(1) All the various ways of using radio and television should be fully exploited in all countries that have a sizeable illiteracy problem; (2) This should be done as part of an overall plan to develop the new techniques of communication for economic and social, and especially educational, advancement; (3) Research that aids in planning and further research as well as into "methods" and "materials" is needed; and (4) Training centers and programs for broadcasting personnel are needed. (DB)

ED 061 494 AC 012 502

Student Taught Adult Basic Literacy Efforts. Final Report.

Council of the Southern Mountains, Inc., Berea, Ky.

Spons Agency—Adult Education Branch, DAE.

Pub Date [71]

Grant—OEG-0-70-4566

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Community Programs, Dropout Rehabilitation, Educationally Disadvantaged, *Literacy Education, Paraprofessional School Personnel, Participant Involvement, Program Evaluation, *Rural Population, Student Teacher Relationship, *Student Teachers, *Teacher Education

Identifiers—Berea College, *Kentucky

The purpose of the Student Taught Adult Basic Literacy Efforts (STABLE) project was the involvement of adult illiterates, functional illiterates, and educational dropouts who do not take advantage of other educational and vocational training opportunities in basic education, using mature college students as teachers. Thirty students were trained to work in teams in 19 communities. The project successfully demonstrated that rural people who need basic education can be involved through a person-to-person approach and by using imaginative methods of teaching. Of the 175 participants in the project, 49% made good or fair progress as compared with 11% who did not show significant progress. In addition, services were provided to meet basic needs in areas of practical education, such as community agency referrals, job information, and other educational opportunities. Additional training for STABLE teachers was indicated and has been incorporated into the current program. (Pages 50, 51, 53, 54, and part of 68 will not reproduce because of illegibility.) (Author/DB)

ED 061 495 AC 012 503

Higher Education Administrators' Institute for Teacher Training in Adult Basic Education Workshop.

Utah Univ., Salt Lake City. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—158p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Personnel, Administrator Responsibility, *Adult Basic Education, Adult Learning, Colleges, Discussion Groups, Higher Education, Institutes (Training Programs), Participant Involvement, *Professional Continuing Education, Program Planning, Regional Programs, *Teacher Education, Teacher Educators, Universities, *Workshops

Identifiers—Region IX, Region VI, Region VII, Region VIII

A workshop held December 7, 8, and 9, 1970, was the second phase of a three-part program which aims to organize and develop Adult Basic Education (ABE) teacher preparation programs in institutions of higher education. The goals of the workshop were to: (1) inform participants about the need for professional preparation in teaching Adult Basic Education; (2) inform participants about research relevant to organizing teacher education programs; (3) help participants develop in-service training plans that they could use at their respective institutions; (4) help participants develop measurement and evaluation skills with which they could judge their own Adult Basic Education programs; and (5) provide a place for participants to exchange ideas, opinions and findings, and to develop specific plans of action to initiate at their institutions. The 32 participants in the workshop were from 26 institutions from 20 states west of the Mississippi River. The four papers presented at the workshop

were: "A Report on Reaching the Undereducated in Salt Lake City" by Suzanne Weiss, "Report of the Southern Regional Education Board Project in Adult Learning" by Charles E. Kozoll, "Theories of Adult Learning for Teachers of Adults" by Howard Y. McCluskey, and "Developing a Theory of Adult Teaching" by Jack Mezirow. Material discussed in Question and Answer Sessions is also presented. (For related document, see AC 012 505.) (DB)

ED 061 496 AC 012 504

Adult Basic Education, Evaluation Report, 1971.

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln.

Pub Date 71

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Community Study, Curriculum Development, Data Collection, Participant Characteristics, *Program Evaluation, *Questionnaires, *State Programs, *Surveys, Tables (Data)

Identifiers—*Nebraska

A survey of the Adult Basic Education program in the State of Nebraska, as at the end of the calendar year 1970 is presented. The major data sources included six questionnaires—State director, local administrator, counselor, teacher and teacher aide, student, and citizen of ABE communities. The report presents, in tabulations and figures as well as in text, results of the questionnaires in the following sections: Adult Basic Education at State Level; Local Programs; and Community Awareness. As seen by the State Director, the strongest aspect of the Adult Basic Education program are the teachers in the local programs, and the weakest part is the lack of personnel in the State office. Nine appendixes present the following: Copy of Questionnaire to State Director; Copy of Questionnaire to Local Directors, with Cover Letter; Copy of Questionnaire to Counselors; Copy of Questionnaire to Teachers and Teacher-Aides; Copy of Questionnaire to Students; Copy of Questionnaire to Citizen, with Cover Letter; Explanation of "Rank-Order, Weighted and Normalized"; Supplemental Graphics; and Systems Approach. (DB)

ED 061 497 AC 012 505

Higher Education Administrators' Institute for Teacher Training in Adult Basic Education. First Year Report, 1970-1971.

Utah Univ., Salt Lake City. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Grant—OEG-0-70-3409

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Responsibility, *Adult Basic Education, *Adult Educators, Colleges, Curriculum Development, Higher Education, Leadership Training, *Professional Continuing Education, Program Evaluation, Questionnaires, Regional Programs, *Teacher Education, Universities, Workshops

Identifiers—Region IX, Region VI, Region VII, Region VIII, Region X

The Higher Education Administrators' Institute for Teacher Training in Adult Basic Education was established to provide leaders, deans, and department chairmen of teacher-training departments in colleges and universities in the U.S. with leadership knowledge and skills necessary to organize and conduct programs for training teachers in Adult Basic Education. The program was implemented in three phases during FY71: (1) Planning and Commitment, (2) an Adult Education Workshop, and (3) Consultation. Of the 25 institutions funded by the Institute, 23 were conducting follow-up activities related to the Institute's goals. At 7 institutions, 19 new courses were added, and 5 new degree programs were started. Five other institutions not funded by the Institute have entered into consortiums with members of this project. It is estimated that more than 600 people have attended workshops and meetings as a result of the Institute's activities. It is concluded that the response to the Institute suggests that a serious need for such a program does exist and that the Institute activities

have increased the awareness of that need. (For related document, see AC 012 503.) (Author/DB)

ED 061 498 AC 012 516

Brookhart, Norma

Handbook for Volunteer Reading Aides.

Lutheran Church Women, Philadelphia, Pa.

Pub Date Mar 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, Bibliographies, Educational Programs, English (Second Language), Functional Illiteracy, *Guides, Instructional Materials, Objectives, Organization, *Paraprofessional School Personnel, *Reading Instruction, Reinforcement, Student Motivation, Tutoring, *Volunteers, Workshops

A handbook prepared for the volunteer reading aide who has been instructed in a 10-hour basic workshop on tutoring the adult non-reader is presented. Its purpose is to reinforce the knowledge the aide has gained and to suggest additional resources. It is divided into seven chapters: Learning to Know the Adult Non-Reader, Motivating the Adult Non-Reader, Teaching the Adult Non-Reader, Recruiting the Adult Non-Reader, Publicizing the Literacy Program, Working with Other Groups and Agencies, and Organizing. A selected bibliography including information for the tutor, instructional materials, help for non-native speakers of English, and supplementary reading material is also given. (Author/CK)

ED 061 499 AC 012 517

Roling, Niels

The Change Agent as a Communicator [and]

Communication: A Key to Success in Extension.

Pub Date 71

Note—27p.; Papers presented at the International Course on Rural Extension (18th and 19th, Wageningen, Holland, July 1970 and July 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Behavior Change, *Change Agents, *Communication Skills, *Extension Agents, Feedback, Interpersonal Relationship, Problem Solving, Professional Personnel, *Rural Extension, Teaching Techniques

The two papers that comprise this document focus upon the communication process in extension work. The first paper aims to create greater awareness of the change agent's communication behavior, to make strategies of changing people more into an object of conscious deliberation and less of an art by discussing some of the central elements of the communication process. The second paper, which is a revision of papers delivered at the 18th and 19th International Course on Rural Extension, deals with aspects of change agent behavior which affect contact outcomes. Four "do's" for change agents are suggested: (1) Collect and use feedback; (2) Be client oriented; (3) Use a non-directive approach, especially when identifying your client's problems and way of thinking; and (4) Give careful thought to the nature of proof you offer a client. (DB)

ED 061 500 AC 012 518

A Pre-White House Conference on Aging: Summary of Developments and Data. A Report of the Special Committee on Aging, United States Senate, Together with Minority and Supplemental Views.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Report No.—Senate-92-505

Pub Date Nov 71

Note—175p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.70)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Attitudes, *Conferences, Federal Aid, Financial Needs, Health, Housing, Income, *Minority Groups, Nursing Homes, *Older Adults, *Reports, Retirement, Unemployment

Identifiers—*White House Conference on Aging

In this report, recent hearings and reports of the Senate Special Committee on Aging are summarized, and recent developments of direct relevance to the White House Conference on Aging are described. The report contains the fol-

lowing chapters: 1. The key issue: Retirement income; 2. Health: Rising costs and reduced programs; 3. Nursing homes: Symbolic of an attitude; 4. What kind of Federal Agency on aging?; 5. Housing: What are our goals?; 6. Multiple jeopardy for minorities; 7. Social utilities: How far away?; 8. Additional matters of concern; and 9. Retirees of the future. The nine appendices to the report are: 1. A new appraisal: Economics of aging; 2. Summary of major provisions in H. R. 1 (cash benefits and adult categorical assistance programs); 3. Statements outlining positions on White House Conference issues; 4. U.S. Senate Special Committee on Aging Advisory Council on the Administration on Aging; 5. U.S. Senate Special Committee on Aging Advisory Council on the Older Indian; 6. U.S. Senate Special Committee on Aging Advisory Council on Aging and Aged Blacks; 7. U.S. Senate Special Committee on Aging Advisory Council on Elderly Mexican-Americans; 8. U.S. Senate Special Committee on Aging reports, committee prints, and hearings, December 1970-December 1971; and 9. The areawide model project program. (CK)

ED 061 501 AC 012 519
The Nation's Stake in the Employment of Middle-Aged and Older Persons.

National Council for Senior Citizens, Inc., Washington, D.C.
Pub Date Jul 71

Note—86p.; Printed for the use of the Special Committee on Aging, United States Senate; A working paper

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. 5270-1133, \$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Economically Disadvantaged, *Employment Opportunities, Federal Aid, *Financial Needs, Improvement Programs, Income, Legislation, *Middle Aged, *Older Adults, Part Time Jobs, Problem Solving, Program Administration, Reports, Research, *Retirement, Senior Citizens, Wages

Identifiers—*National Council of Senior Citizens, Operation Mainstream

The efforts of the National Council of Senior Citizens in operating the Senior Community Service programs under Operation Mainstream are described in some detail. The four chapters of this report are: I. Urgency of the Problem—The Economic Realities; Department of Labor: Shifting Positions; Legislative Initiatives; Few Results; and Administration Resistance; II. The Senior AIDES Program: Lessons That Should Be Heeded—Scope of Project; National Organization; Local Organization; Senior Aides Jobs; Experiences of Four Local Projects; and Conclusions; III. Need for a Focal Point; and IV. Recommendations for Government Action on Employment of the Older Worker—Action by Congress; and Action by the U.S. Department of Labor. Five appendices present the following: 1. Statement on Policies and Organization of the National Council of Senior Citizens; 2. Major Legislation Concerning Employment of the Elderly Since 1960; 3. History of the Senior Community Service Program; 4. The Role of the Public Employment Service (Manpower Services); and 5. Suggestions for Improving Reporting of Present Community Senior Service Employment Programs. (CK)

ED 061 502 AC 012 520
A Guide for Establishing a Learning Laboratory; Adult Basic Education.

White Plains Public Schools, N.Y.

Pub Date Feb 71

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Audiovisual Aids, Conferences, Educational Administration, Educational Programs, *Guides, Independent Study, Instructional Materials, *Learning Laboratories, On the Job Training, *Teacher Educators, *Teacher Responsibility, Workshops

A guide designed to assist educators with the implementation of a learning laboratory in programs providing academic instruction for adults is presented. The underlying premises involving the training of teachers to work effectively in the learning laboratory and the classroom include: (1) Responsibility for the training rests with the learning laboratory specialist and the supervisor of classroom instruction for each of their respec-

tive areas of jurisdiction; (2) The first stage of training involves programmed and self-directed instructional media, while Stage II involves the use of auto-instructional multi-media machines and their respective components; and (3) The intensity and duration of any teacher training program depends on the background and experiences of the teachers. The following workshops were conducted at the White Plains Learning Laboratory: (1) Urban System Program for the Disadvantaged; (2) Teachers' Conference Day for the Southeastern Region of New York; (3) Adult Basic Education Administrators and Supervisors; (4) Regional Workshop for Adult Basic Education Teachers; (5) Future Teachers of the Disadvantaged; (6) Local workshops for teachers of adult basic education; (7) Local workshop for adult education recruiters; (8) Local workshop for adult education teachers; and (9) On-the-Job-Training for educators of adult basic education programs. (Author/CK)

ED 061 503 AC 012 521
Striner, Herbert E.

Continuing Education as a National Capital Investment.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Mar 72

Note—118p.

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westledge Ave., Kalamazoo, Mich. 49007 (\$1.25)

Document Not Available from EDRS.

Descriptors—*Adult Education, Changing Attitudes, Developed Nations, *Economic Factors, Educational Finance, Educational Programs, Growth Patterns, Institutes (Training Programs), *Problem Solving, *Social Change, Unemployment, *Values, Vocational Education

The constant readjustment that is necessary in a socially and economically complex society is discussed. The point is made that in recent years the United States has been confronted by an increasingly urgent series of economic problems. Intractably high levels of unemployment have accompanied abnormally high levels of inflation. It is also pointed out that in a society of constant change, large numbers of people who remain frozen in their value systems become a retarding force in that society. In the first four chapters of this study the components of a new continuing education and training program for this nation are presented. Chapter V gives ideas on the basic building blocks of such a program, as well as on the source of funds for financing it. The thesis of the work is that an advanced industrialized society must see the continuing education, training, and retraining of its labor force as a national capital investment; and without that capital investment, the United States cannot hope to maintain the basis for continuing what had been an impressive historical rate of economic progress up until the late 1960's. (Author/CK)

ED 061 504 AC 012 522
Proceedings: Higher Education Institute for Teacher Preparation in Adult Education (December 13-15, 1971, Salt Lake City, Utah).

Utah Univ., Salt Lake City. Graduate School of Education.

Pub Date Dec 71

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Conferences, Curriculum Development, Educational Finance, Educational Programs, *Higher Education, *Institutes (Training Programs), Knowledge Level, Learning Activities, Objectives, Organization, Planning, Standards, *Teacher Education, *Workshops

Identifiers—*University of Utah

A workshop held on teacher education is discussed. This workshop represented the second phase of a program which sought to encourage and assist institutions of higher education in the western and midwestern States to establish or expand programs in teacher preparation for adult education. Workshop participants met for three days to increase their knowledge about adult education teacher preparation and to develop preparation. Topics discussed include The Adult Education Classroom, Organization and Financing of Teacher Preparation, and Curriculum Building. (Author/CK)

ED 061 505 AC 012 523
A New Vision—4-H Work with Disadvantaged Youth.

Department of Agriculture, Washington, D.C.; Purdue Univ., Lafayette, Ind. Cooperative Extension Service.

Pub Date Nov 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, County Programs, *Disadvantaged Youth, *Extension Agents, Health Education, *Nutrition Instruction, State Programs, *University Extension, *Youth Programs

Identifiers—*Indiana

Extension low income programs in Indiana, part of the nation-wide Expanded Food and Nutrition Program, are described. The programs were carried out in 11 areas of the State. The types of programs varied from community, ranging from day camps, camping, arts and crafts, hikes, gardening, and health and nutrition projects. Youngsters from 5 to 15 years of age participated in the programs. Community involvement was widespread. More than 12,500 boys and girls in 51 counties were involved in the educational activities, which were conducted by Youth and Family Living Area Extension Agents. (DB)

ED 061 506 AC 012 525

Oso, Nicholas A.

Adult Basic Education Program Statistics: Students and Staff Data July 1, 1969-June 30, 1970 and Summary of Years 1966-70.

Report No.—DHEW-OE-72-22

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Adult Basic Education, Adult Dropouts, Age, Classrooms, Educational Programs, *Enrollment Rate, Ethnic Groups, Inservice Programs, *Instructional Staff, *Participant Characteristics, Program Descriptions, Programmed Instruction, State Programs, *Statistical Data, Tables (Data)

Identifiers—*Office of Education

This is the third in a series of annual publications providing information on the adult basic education programs sponsored by the United States Office of Education under Public Law 89-750. These publications have been based upon data compiled from annual reports on adult education filed with the Office of Education by each State, the District of Columbia, and participating outlying areas. This publication consists of nine tables showing trends during the 5-year period, 14 tables reporting fiscal year 1970 programs, and brief descriptions of illustrative State programs offered during the year. (Author/DB)

ED 061 507 AC 012 526
Mason, W. Dean

Attitudinal Development toward Retirement in a Religious Community.

Pub Date 15 Apr 72

Note—22p.; Paper presented at Institute for Vital Living (Siena Center, Racine Wisconsin, April 15, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Nun Teachers, *Older Adults, Religious Cultural Groups, *Retirement, *Social Problems

The approach to retirement in the Religious Community is discussed as related to the Sister derived from her work as a teacher, nurse, homemaker, or administrator. The problem of aging and philosophies of many who are involved in the field of gerontology are presented. (DB)

ED 061 508 AC 012 527
Wayland, Sloan R.

Adult Education and Family Planning.

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Adult Educators, Changing Attitudes, Curriculum Planning, Educational Objectives, *Family Planning, Females, Health Education, Human Services, Males, Mass Media, *Population Education, Population Trends, *School Role, Social Development, *Social Problems

Identifiers—Turkey

The special problems for adult education presented by population planning programs are examined with particular attention to the rela-

tionship between adult education and school education in this field, with special reference to programs in Turkey. (DB)

ED 061 509 AC 012 528

Brice, Edward Warner And Others
Teaching Adults the Literacy Skills.
General Federation of Women's Clubs, Washington, D.C.

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Basic Education, *Adult Students, Arithmetic, Bibliographies, *Course Descriptions, *Literacy Education, Manuals, *Program Planning, Reading Instruction, *Skill Development, Spelling Instruction, Teaching Techniques, Writing Skills

Identifiers—*Operation Alphabet

This manual provides suggestions for planning and organizing literacy programs; samples and illustrations of course content; and suggested criteria for setting up such programs. The seven chapters of the manual are as follows: 1. Things Which You Can Do; 2. Learning to Talk English; 3. Reading; 4. Writing; 5. Spelling; 6. Teaching Arithmetic to Adults; and 7. Basic Essentials Chart for a Literacy Education Program. Selected References conclude the manual. (DB)

ED 061 510 AC 012 529

Weimer, Rodney Horowitz, Stanley A.
The Relative Costs of Formal and On-the-Job Training for Navy Enlisted Occupations.

National Academy of Public Administration, Washington, D.C.

Report No—CNA-Proof-Pap-83

Pub Date Nov 71

Note—52p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-734 857, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, *Enlisted Men, Job Skills, *Military Personnel, *Military Training, *Officer Personnel, *On the Job Training, Special Education, Teaching Methods

Identifiers—*United States Navy

The purpose of the study of Navy enlisted personnel specialized training is to determine, in as many ratings as possible: which major skills can be learned on the job; the learning curves for non-A-school grads and for A-school grads; and the relative costs of training Third-Class Petty Officers via formal training and on job training. (Author)

ED 061 511 AC 012 530

Mann, Joe, Ed. Henderson, Jim, Ed.
Catalog of Audiovisual Materials Related to Rehabilitation.

Auburn Univ., Ala. Alabama Rehabilitation Media Service.

Pub Date Feb 71

Note—353p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Career Education, *Catalogs, Disadvantaged Groups, Films, Filmstrips, Human Services, *Media Selection, *Rehabilitation, Resource Materials, Slides, Sociopsychological Services, Tape Recordings, Transparencies, Vocational Education, Vocational Rehabilitation

Identifiers—*ARMS Program

An annotated listing of a variety of audiovisual formats on content related to the social-rehabilitation process is provided. The materials in the listing were selected from a collection of over 200 audiovisual catalogs. The major portion of the materials has not been screened. The materials are classified alphabetically by the following subject areas: Adjustment (Job readiness), Adjustment (Personal-Social), Adjustment (Work), Adolescence, Aged and Aging, Alcoholism, Amputations, Architectural Barriers, Arthritis, Cancer, Career Information, Cerebral Palsy, Counseling, Delinquency, Dental Health, Diabetes, Disadvantaged, Drug Addiction, Employment—Placement of the Handicapped, Epilepsy, Family Relations, Grooming and Hygiene, Hearing Defects, Heart Defects, Homemaking, Marriage, Mental Health, Mental Illness, Mental Retardation, Multiple Sclerosis, Spinal Cord Injuries or Defects - Para - Hemi - Quad, Poliomyelitis, Prosthetic Devices, Psychology - General, Psychology - Learning, Psychology - Personality, Psychology - Testing, Public Of-

fender, Recreation, Rehabilitation - Facilities and Programs, Rehabilitation (Services), Respiratory Disorders, Speech Defects, Stroke, Therapy (Group), Therapy (Occupational), Therapy (Physical), Therapy (Psychosocial), Veneral Diseases, (Group), Therapy (Occupational), Therapy (Physical), Therapy (Psychosocial), Veneral Diseases, Vocational Evaluation, and Vocational Training. (DB)

ED 061 512 AC 012 538

Fourth Meeting of the Panel for Evaluation of Experimental Literacy Projects. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ED-71-Conf-43-5

Pub Date 4 Oct 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Techniques, Experimental Programs, Functional Illiteracy, *International Programs, *Literacy Education, *Pilot Projects, Program Costs, *Program Evaluation, Research Needs, Universities

Identifiers—*UNESCO

The work of this Panel for the Evaluation of Experimental Literacy Projects was the assessing of how the pattern of evaluation it had previously formulated had been applied in the Experimental World Literacy Programme (EWLP). In the judgment of the Panel, by 1974 evaluation specialists will be able to present a report that will enable Member States to make a reasonably well-founded judgment on the value of functional literacy and on the efficiency of various means of achieving it. It is stressed that the full effects of a successful functional literacy program may not be seen for a decade or more. It is also the opinion of the Panel that by 1972, it should be possible to see on a limited scale the extent to which some programs have changed traditional practices in agriculture and industry. In addition to use of proposed indicators in the Standardized Data Reporting System to evaluate the EWLP, it is recommended that other material be collected also on qualitative and organizational aspects of the program. The Panel also urged that all projects work in close cooperation with the responsible authorities to facilitate the eventual transfer of pilot projects into national structures. The Panel felt that functional literacy works best when closely related to specific development objectives. The distribution of a costing manual to all projects and more research by universities are seen as needs. (DB)

ED 061 513 AC 012 541

Weinberg, Iselde Chapin
Volunteers Help Youth.

Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Report No—SRS-72-26002

Pub Date 71

Note—63p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1766-0008, \$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Delinquency Prevention, Disadvantaged Youth, Drug Abuse, Health Services, *Human Services, Job Skills, Law Enforcement, Leadership Training, Rehabilitation Programs, Self Help Programs, Social Services, Sociopsychological Services, *Volunteers, *Volunteer Training, *Youth Programs

A discussion of ways in which both adult and young Americans are volunteering to aid in the positive development of young people is presented in this booklet. The wide variety of programs that are designed to use volunteers and the need for additional volunteers are described. These programs are discussed under the following topic headings: School Programs, Job Programs, Social-Psychological Programs, Drug and Health Programs, Self-Help Programs, Leadership Training, The Law and the Police, Court and Probation Programs, Resident Programs, and Aftercare Programs. The complete names and addresses of the programs described in this booklet are listed. Steps to be taken by those who wish to volunteer to work with young people are given. (DB)

ED 061 514 AC 012 542

Most Veterans Not Completing Correspondence Courses—More Guidance Needed from the Veterans Administration. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No—B-114859

Pub Date 22 Mar 72

Note—23p.

Available from—U. S. General Accounting Office, Room 6417, 441 G Street, N. W., Washington, D. C. 20548 (free to members of Congress, congressional committee staff, Government officials, members of the press, college libraries, faculty members, and students; \$1.00 per copy to the general public)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Dropouts, *Adult Vocational Education, *Correspondence Study, *Educational Guidance, Federal Programs, High School Curriculum, Home Study, Questionnaires, Technical Education, *Veterans Education

Identifiers—National Home Study Council, *Veterans Administration

Because of indications that many veterans were not completing correspondence courses, and apparently were not fulfilling their educational and vocational objectives, questionnaires were sent to 1,380 randomly selected veterans to identify factors affecting their selection and completion of correspondence courses. On the basis of 1,000 replies received, it was found that: (1) about 84% of those who did not complete their courses had paid for uncompleted courses, and had not been reimbursed; (2) of the 160,000 veterans who did not complete correspondence courses, it is estimated that 134,000 incurred costs of \$24 million for the uncompleted lessons; (3) most veterans had enrolled in correspondence courses to learn new skills, to improve existing skills, or to earn more money; (4) major reasons given for not completing the courses were: insufficient time, loss of interest, the courses were not what had been expected, and the courses were too difficult; (5) only about 1% took advantage of VA education and vocational guidance; (6) over half of the veterans said that the VA should provide more advice and assistance on course requirements, the value of a course to an applicant, the number of veterans completing various subjects, and their suitability for certain courses or vocations as determined by aptitude tests. (Author/DB)

ED 061 515 AC 012 543

Teacher's Guide; Books 1-2-3.
Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.

Report No—M-164

Pub Date 71

Note—28p.; Revised edition

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2702-0100, \$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, American Culture, *Citizenship, *English (Second Language), Enrichment Activities, Lesson Plans, *Literacy Education, Reading Instruction, *Teaching Guides

Identifiers—*Becoming a Citizen Series

This teaching guide is for use with the three books that make up the "Becoming a Citizen Series," which are aimed at helping prepare newcomers to the United States to participate fully as citizens. "Our American Way of Life," Book 1, is written for the foreign born who have a limited command of English. "Our United States," Book 2, is for those who have a fair command of English. "Our Government," Book 3, is for those who are able to use English with reasonable but limited facility. The guide for these books begins with a section giving general suggestions for conducting citizenship classes. For each book there are directions for presenting the pre-reading preparation, the section to be read or studied, and related follow-up activities. (Author/DB)

ED 061 516 AC 012 544

Gateway to Citizenship.
Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.

Report No—M-74

Pub Date 71

Note—152p.; Revised edition of 1943 publication
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2702 - 0099, \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Culture, *Citizenship, *Community Involvement, *Court Role,

Manuals, *Program Planning, Resource Materials, School Role, Speeches

This manual is designed to assist naturalization courts, bar associations, civic and educational leaders, patriotic organizations, and individuals in adding to the dignity of the ceremonies surrounding the admission to citizenship and in emphasizing the significance and importance of citizenship. The three parts of the manual are: Part I. The Naturalization Ceremony; Chapter 1. Background, Chapter 2. Significance of the ceremony, Chapter 3. The court ceremony, and Chapter 4. Community participation; Part II. National Citizenship Recognition: Chapter 1. Origin, and Chapter 2. The Program; and Part III. Source Material: Chapter 1. Statements by Presidents of the United States, Chapter 2. Statements by Chief Justices of the United States, Chapter 3. Statements by Naturalized Citizens, Chapter 4. Statements on Americanism and Freedom, Chapter 5. Addresses to New Citizens, and Chapter 6. Suggestions for Programs. (DB)

ED 061 517
Smith, Hal

AC 012 559

A Study of Adult Education Programs within the State of Nebraska of 329 Public School Districts Maintaining Secondary Schools.

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Adult Education Programs, Class Size, Courses, *Curriculum, Data Analysis, Educational Facilities, Enrollment, *Instructional Staff, *Public School Systems, Questionnaires, State Programs, Teacher Background

Identifiers—Nebraska

This study gathered information in regard to the extent to which public school districts maintaining a secondary school either operated or planned to develop an adult education program. Information was gathered from all 329 public school districts maintaining secondary schools. Of the 329 schools, 132 indicated that they had an adult education program, while 197 reported that they did not have such a program, but 140 of them indicated that they would like to develop an adult education program. The study determined how many administrators and teachers were involved in the adult education programs and the types of courses which they were teaching. Information was also secured as to what additional courses schools maintaining adult education programs would like to offer as well as proposed courses which schools would offer if they could develop an adult education program. A final question dealt with the physical location of adult education classes. The study suggests that there is a moderate amount of adult education activity now underway in Nebraska public schools and that there is considerable interest in and a potential for additional courses in existing programs and for the development of new adult education programs. The study also suggests that there are many individuals involved in administering and teaching in adult education for whom experiences in formal and informal education activities in adult and continuing education would be desirable. (Author)

ED 061 518

AC 012 562

Van den Ban, A. W. Muntjewerff, C. A. Goals, Organizations and Strategies of Change Agencies.

Pub Date Sep 70

Note—21p.; Paper presented at the World Congress of Sociology (7th, Varna, Bulgaria, September 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Communication Skills, Cultural Factors, Developed Nations, Developing Nations, *Disadvantaged Groups, Extension Agents, Goal Orientation, *Leadership Styles, *Role Perception, *Rural Extension Change agencies have to choose among a number of possible goals, such as a rapid increase in productivity or the personal development of their clients. Possible strategies include giving orders, provision of means and services, directive advice and non-directive help. The conditions under which each can be chosen and the consequences which can be expected are discussed

briefly. Probably non-directive help will make the greatest contribution to the development of people. In order to be effective, a change agency should give much attention to the system of communication within the agency, and between the clients and the agents, to the motivation of the staff to work hard in the interest of the clients, to the coordination of activities within the agency and with other agencies, and to the flexibility in adjusting at changing situations. Giving orders and provision of means and services requires probably a rather hierarchical structure, whereas non-directive help can best be given by an organization with a participative pattern of leadership. One study found, however, that agents under authoritarian leadership are more willing to listen to their clients. The effects of different patterns of leadership in various cultures require further research. (Author/DB)

ED 061 519

AC 012 563

Hagelberg, Milton J.

The Continuing Education Needs of Clergymen in Michigan.

Michigan State Univ., Traverse City. Continuing Education Center.

Pub Date Feb 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Clergymen, *Counselor Functions, Data Analysis, *Educational Needs, Middle Aged, *Professional Continuing Education, Questionnaires, *Role Perception, State Colleges, State Universities

Identifiers—Michigan

Research was conducted to determine the continuing education needs of clergymen in Michigan, particularly their most crucial ones, and to ascertain which needs might be met by programs of state-supported colleges and universities. Another objective of the study was to have the clergy identify major roles in their profession. From a total of 1,504 questionnaires mailed, 791 usable ones were returned. In general, the 40-49 year age group was typical of the total group of clergy studied. The older clergymen seemed to be significantly more conservative and apparently has less social consciousness than did those in the younger age groups. This was true in their perception of clergy roles, their perceived continuing education needs, and in their attitudes towards public universities conducting educational programs for the clergy. From the results of the study, it appears that the clergymen feel that counseling is a major part of their work, and that they need additional education in order to be effective. Their expressed need for continuing education in such areas as human behavior, marriage and family life, social problems, and communications is seen as further support for the conclusion that it is primarily in the area of helping people in relating to others that clergymen feel they require assistance. Nine tables present the collected data. (Author/DB)

ED 061 520

AC 012 564

Sherk, John K. Mocker, Donald W.

A Study of Reading Methods and Materials Used in Adult Basic Education.

Pub Date Mar 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Data Analysis, Goodness of Fit, *Instructional Materials, Questionnaires, *Reading Instruction, Reading Level, *Reading Materials, Student Motivation, Teacher Attitudes, Teacher Developed Materials, Teacher Role, *Teaching Techniques, Word Recognition

A national study of methods and materials used in teaching reading by adult education teachers was conducted. The purposes of the study were: to determine from ABE, GED, and ESL teachers the most popular methods, materials, and techniques currently in use for reading instruction in adult education; to determine the "goodness of fit" between the difficulty of the materials in use and the reading levels of the students being taught; to determine the reliability ratings of materials used for reading instruction; to determine what kinds of supplementary materials are used to augment direct reading instruction; to determine the teachers' beliefs as to why it is important for adult students to learn to read or to read better; and to determine what books the teachers believe every adult in their class should read. Responses obtained from a questionnaire

completed by 240 adult education classroom teachers (176 of which were analyzable) in 43 states provided the data for the study. Conclusions based on the results of the data analysis are: (1) there is no suggestion in this study that any single publisher or any particular material type used for adult basic reading has control of even a minor proportion of the market; (2) several factors suggest that the quality of reading instruction may be lower than optimum; and (3) ABE teachers may not be motivating their students to read. (DB)

CG

ED 061 521

CG 007 002

Dealing with Aggressive Behavior: A Curriculum for Middle School and Junior High Teachers Manual, Student Book, and Pre-Post Tests.

Ohio State Dept. of Education, Columbus.

Pub Date 71

Note—587p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Aggression, *Behavior, Curriculum, Educational Methods, Emotional Response, *Instructional Materials, *Junior High School Students, Learning Experience, Multimedia Instruction, Reactive Behavior, *Teaching Techniques, Violence

This developmental program in the constructive control of aggressive behavior is designed to encourage students and teachers: (1) to analyze the underlying causes of different forms of aggressive behavior; (2) to consider their consequences; and (3) to think of viable alternatives. This causal approach views aggressive behavior as an individual's way of solving a problem of getting personality needs met. These needs range from achieving self-respect and emotional security to dealing with sex feelings or satisfying a hunger for food. Both the student text and the teacher's manual, as well as pre-post tests designed to accompany each unit are included. For the teacher, an abundance of references, materials, and learning activities are suggested. (TL)

ED 061 522

CG 007 003

Human-Persons and the Use of Psychoactive Agents: A Drug Education Curriculum for Modern Youth.

Ohio State Dept. of Education, Columbus.

Pub Date 71

Note—408p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Drug Abuse, Drug Addiction, *Drug Education, Health Education, Human Relations, *Interaction, Interpersonal Competence, Interpersonal Relationship

These two manuals, student's and teacher's, present information to stimulate both dialogue and problem-solving activity on drugs and drug education within the classroom. With a focus on human interaction, the five units include an introduction, a section about people, one about drugs, a section on effects and consequences of drug abuse, and a section selecting ways of meeting daily situations. Making use of RAP sheets to provide information needed to initiate discussion, the "program" is founded on five assumptions: (1) that behavior is caused; (2) that these causes can be discovered and understood; (3) that understanding the causes of drug abuse and gaining insight into the consequences of such behavior upon others and oneself will help the individual select those behaviors of greatest benefit to himself and others; (4) that a search for understanding the dynamics of human behavior should benefit a large segment of the school population, and (5) that the by-products of such a program will be beneficial and create a more fully functioning, autonomous individual. (Author/TA)

ED 061 523

CG 007 037

Kratochvil, Daniel W.

The Frostig Program for Perceptual-Motor Development Developed by the Marianne Frostig Center of Educational Therapy. Product Development Report No. 7.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 71

Contract—OEC-0-70-4892

14 Document Resumes

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, Educational Innovation, *Instructional Materials, Material Development, *Motor Development, *Perceptual Development, Perceptual Motor Coordination, Perceptual Motor Learning, Program Descriptions, *Program Development

This is one of 21 reports dealing with the developmental history of recent and successful educational products. The report on the Frostig program is based upon: (1) published materials; (2) documents in the files of the developing agency; and (3) interviews with staff who were involved in the product development. All phases in the developmental process are elaborated: (1) product description, including characteristics, rationale, actual materials and product use; (2) origins; (3) funding; (4) product development, including management, organization, original plans and modifications, and actual procedures; (5) diffusion; (6) adoption of the product; and (7) a projection of the products' future. A list of references concludes the report. (TL)

ED 061 524

CG 007 039

Lunneborg, Clifford E.

Psychometrics Discovers the Computer: Discovering Test Items and People.

Washington Univ., Seattle.

Pub Date Feb 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Career Planning, Careers, Guidance Counseling, Guidance Functions, *Measurement, Measurement Goals, Measurement Techniques, Models, Prediction, *Predictive Measurement, *Psychometrics, Psychometrists

This is the text of a colloquium of recent computer technology on psychometrics, particularly as practiced in the University of Washington's Bureau of Testing. Seven stages of career guidance are enumerated: (1) deciding what to measure; (2) developing the measures; (3) administering the measures; (4) scoring the measures; (5) weighting the scored measures; (6) reporting predictions; and (7) evaluating effectiveness. The impact of the computer on each stage is elaborated. The author argues against what he considers to be the fallacious assumptions underlying guidance in the past. He cites as the major shift as looking at career decision making from the point of view of the decision maker rather than from the point of view of society or one of its institutions. The paper concludes with a description of a decision value oriented career guidance system. (TL)

ED 061 525

CG 007 045

Scott, Norval C., Jr.

Cognitive Style and Inquiry Strategy: A Five Year Study.

Pub Date 8 Feb 72

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Ability, *Cognitive Development, Cognitive Measurement, Cognitive Processes, *High School Students, *Inquiry Training, Instructional Innovation, Intellectual Development, Problem Solving, Teaching Methods, *Teaching Techniques

Identifiers—Sigel Cognitive Style Test

The author examines the effectiveness of the Inquiry Strategy method which he hypothesizes to be useful in developing an analytical cognitive style. Ninety-two subjects from four, large urban high schools were involved. Forty-two were experimental, having received 2-3 years of Inquiry Strategy exposure in their late elementary or early junior high years. The other 50 S's were comparisons whose science teaching had been exclusively conventional. From this subject pool, both a longitudinal group and a cross-sectional group were formed. The Sigel Cognitive Style Test was used to assess the subjects' style of categorization. Results indicate that: (1) the Inquiry Process has a significant effect on a student's analytical ability; and (2) these effects are fairly persistent over a period of five or six years. Implications are discussed. (TL)

ED 061 526

CG 007 052

Rechart: Associations of College Unions-International Proceedings of the Forty Eighth Annual Conference.

Association of Coll. Unions-International, Madison, Wis.

Pub Date Mar 71

Note—401p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Cocurricular Activities, College Students, Educational Finance, Facilities, *Financial Support, *Food Service, *Management, *Program Descriptions, Program Development, Recreational Facilities, Social Organizations, *Student Unions, Student Welfare, Unions

A wide range of articles concerned with the major work and interests of college unions are organized into six topical areas: (1) philosophical considerations about the purposes and directions of college unions; (2) management and operation of the college union; (3) food service; (4) programming; (5) contemporary society and the college union; and (6) the business of the association of college unions. In all areas the articles focus not only on what is, but also on what can be. Keeping college unions contemporary is a pervasive theme throughout the proceedings. So is variety. For example, under the section on management and operation, topics range from financing and personnel to services and governmental regulations. The section on programming considers enrichment, educational, entertainment, black cultural, ecological, creative arts, coffee house, sports, outdoor, insurance, as well as other programs. (TL)

ED 061 527

CG 007 056

Dagenais, F. Marascuilo, Leonard A.

Student Demonstrations in a Multi-Racial High School: The Case of Berkeley.

California Univ., Berkeley.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Grant—OEG-9-0027(057)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Demonstrations (Civil), Political Attitudes, Racial Differences, *Secondary School Students, Social Action, Social Differences, Social Factors, Student Attitudes, *Student Behavior, *Student Participation, Student School Relationship

Student activism on both the college and secondary school level is briefly discussed. Into this framework are inserted the specific characteristics of the Berkeley, California High School. The data reported here was gathered from questionnaires returned by 293 graduated seniors. Questionnaire items dealt with such timely topics as protests, law and order, and the war in Vietnam. In addition, demographic data, such as political party preference, religious observance, social class, nationality; IQ level, etc., was collected. Results of the study indicate that students who demonstrate for social justice and equality tend to be white and of high ability. In addition, they tend to be politically liberal or radical, to not attend Church, to reside in high socioeconomic status areas of the community, and to believe that the outcomes of protests and demonstrations are positive and beneficial. The usefulness of the findings is briefly touched upon. (TL)

ED 061 528

CG 007 057

DuCelle, Joseph Wolk, Stephen

Locus of Control and Levels of Aspirations in Black and White Children.

Temple Univ., Philadelphia, Pa.

Pub Date Apr 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Aspiration, Cross Cultural Studies, *Cultural Factors, *Culturally Disadvantaged, *Environmental Influences, High School Students, *Occupational Aspiration, *Personality, Personality Assessment, Self Concept, Social Influences

A study is reported in which several populations of both culturally deprived and culturally advantaged high school juniors and seniors were assessed on a standard measure of personality (Rotter's "locus of control") as well as several indices of personal aspirations and risk taking. Essentially, the paper asks: is there an interaction between locus of control and environmental milieu in predicting such educationally relevant variables as levels of aspiration and risk-taking increase. Using Rotter's internal-external control scale, the authors found no differences between the black, disadvantaged sample and the white

advantaged samples. However, on the dependent variables (aspiration, risk-taking), significant differences were found between black and white internals, as well as between black and white externals. While acknowledging that several interpretations of the data are possible, the authors suggest that what characterizes internals, regardless of their life situation, is their understanding of their environment and their rational, adaptive reaction to it. A different slant to the variable "locus of control" is offered, one which takes into account the situation-personality interactions revealed in the data. (TL)

ED 061 529

CG 007 059

Gardner, Thomas D. Barnard, James W.

Intelligence and the Factorial Structure of Person Perception.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Pub Date 68

Note—20p.; Volume V, Number 17

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Cognitive Development, Emotional Development, *Exceptional Children, *Gifted, Mentally Handicapped, *Perception, Perceptual Development, Retardation, *Retarded Children

Person perception is used in this study to refer to the behavioral domain which is also called interpersonal or social perception. This domain typically consists of judgments of other persons' actions, expressions, or intentions. Three groups of 10 children differing on IQ and CA comprised the subject population. One group was gifted, one average, and one retarded. The experimental task consisted of rating the facial expressions in 34 photographs from the Frois-Wittman series. Four hypotheses relating structural complexity of the attitudinal domain person perception to IQ levels were generated. The results suggest that intelligence level is indeed a determinant of person perception. Several other areas for future research are mentioned. (TL)

ED 061 530

CG 007 065

Miller, Leonard A. And Others

Rehabilitation Counselor Change Associated with Experimental Continuing Education Programs. Studies in Continuing Education for Rehabilitation Counselors, Report Number 3.

Iowa Univ., Iowa City. Coll. of Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—SRS-RG-12-P-55239-7-05

Pub Date Oct 71

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, *Counseling Effectiveness, Counselor Performance, *Counselors, *Inservice Education, Inservice Programs, *Programed Instruction, Programed Materials, Programed Units, *Rehabilitation Counseling

This is the third and final report of a project whose overall objective was to test the effectiveness of new voluntary approaches to continuing education for rehabilitation counselors. Packaged learning materials that are readily accessible to the individual counselors were used. Abstracts of the first two reports are included to provide a comprehensive picture of the project. Outcomes from three different training approaches comprise the content of this report. In general, increases in counselor knowledge (concept development) were successful, while an attempt to develop and measure improved counselor interview skills was not. (TL)

ED 061 531

CG 007 066

Morse, Jean A. Tillman, Murray H.

Effects on Achievement of Possession of Behavioral Objectives and Training Concerning Their Use.

Georgia Univ., Athens.

Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Education, Educational Objectives, Instruction, *Intentional Learning, *Learning, Learning Activities, Learning Experience, Learning Motivation, Motivation, *Objectives, Training Objectives, *Transfer of Training

Fifty-two college students, enrolled in an introductory psychology course, served as subjects for this study, the purposes of which were: (1) to

determine whether supplying subjects with a list of behavioral objectives causes them to focus their learning efforts on the specified behaviors to the extent that attention to non-specified behaviors is reduced; and (2) to determine whether supplying subjects with training which stresses the nature of behaviorally-stated objectives enables more effectively. The entire experimental procedure, including materials used, is clearly elaborated. As hypothesized, the findings indicate that possession of objectives leads to higher performance on objectives-related test items than on non-objectives-related items. In addition, Ss given objectives were able to recall information not mentioned by objectives at least as well as Ss not given objectives. Finally, no support was given to the hypothesis that training in the nature of objectives enhances subsequent performance on the learning task. (TL)

ED 061 532

CG 007 067

Nelson, Barbara A. Frayer, Dorothy A.

Discovery Learning Versus Expository Learning: New Insight into an Old Controversy.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Apr 72

Contract—OEC-5-10-54

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, *Concept Teaching, *Discovery Learning, Discovery Processes, *Learning, Learning Activities, Learning Characteristics, Learning Processes, *Retention

The authors briefly review some of the empirical studies which have compared discovery learning with expository learning. Essentially, their study replicates an earlier one in which these learning strategies were compared on two dimensions: (1) immediate acquisition; and (2) retention of concepts. Subjects were 228 seventh graders who had not previously mastered the four geometry concepts—quadrilateral, rhombus, trapezoid, and parallelogram. A complete description of the experimental procedure is presented. Results show that students in the expository groups spent less time studying the lessons than those in the discovery groups, yet had superior immediate acquisition scores and equal retention scores. The superiority of the expository method is thus indicated, at least for the dimensions measured. Concluding qualifications suggest areas where the discovery method may prove superior to the expository method. (TL)

ED 061 533

CG 007 068

Saarni, Carolyn Ingrid

Piagetian Operations and Field Independence as Factors in Children's Problem Solving Performance.

California Univ., Berkeley.

Pub Date 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Ability, *Cognitive Development, *Cognitive Processes, Deductive Methods, Learning Processes, *Problem Solving, *Productive Thinking, Thought Processes

The primary objective of this study was to compare problem solving performance among formal operational, transitional, and concrete operational individuals with the effect of relative field independence taken into account within each of these three cognitive developmental levels. Secondly, the study explored whether a developmental relationship exists between logical thought and field independence. Eight male and eight female subjects per grade were randomly selected from class lists for sixth, seventh, eighth, and ninth grades and classified according to cognitive developmental level. All criterion problems (to be solved) are fully described. Sex and age differences are discussed. In general, the study concludes that Piagetian developmental level does provide an overall theoretical framework in which to understand and interpret differences in complex, deductive problem solving performance, but, in the problems used, field independence does not appear to clarify individual differences in a meaningful way. (TL)

ED 061 534

CG 007 070

Useem, Elizabeth

Correlates of Racial Attitudes Among White High School Students.

Pub Date 72

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Bus Transportation, Educational Experience, Ethnic Status, Group Status, *High School Students, School Buses, *School Integration, Schools, Secondary Schools, Social Integration, Social Status, *Socioeconomic Status, *Status, Status Need, *Student Attitudes

White tenth graders in eight tokenly desegregated suburban high schools comprised the sample. A number of hypotheses were tested, all of which examine aspects of the relationship between racial attitudes and three sets of independent variables: (1) the ascribed roles and statuses which white students bring with them into the school setting; (2) the statuses he achieves within that context; and (3) the totality of his inter-racial experiences. The single major dependent variable was the students' attitudes toward a busing program which transported black students to their schools. Results show: (1) that white students who experienced equal status contact with blacks prior to the busing program and those who associated with the bused students in school activities were more likely to have positive feelings about the busing program; and (2) contact with bused students in the classroom was not related to tolerant attitudes. In general, the evidence supports the contention that the negative effects of status factors are stronger than the positive effects of cross-racial association. (TL)

ED 061 535

CG 007 074

Legislative Guide for Drafting State-Local Programs on Juvenile Delinquency.

Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Juvenile Delinquency and Youth Development.

Pub Date 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Delinquency, *Delinquency Causes, *Delinquency Prevention, Delinquents, *Legislation, Prevention, Program Design, Program Development, *Program Guides, Program Planning, Public Facilities, Public Policy, *State Programs, Youth

These materials are intended to provide suggestions for the development of legislation for programs of delinquency prevention and treatment administered by state and local public agencies. Recommendations for both content and language are offered as aids to planning the improvement, coordination or unification of existing law, or on the drafting of new laws. All suggestions are based on research and study which included: (1) a review of state laws; (2) federal and state judicial decisions; (3) field study in certain selected states; and (4) discussions with many individuals actively engaged in this field. Principles underlying the legislative materials, as well as instructions about how they may best be utilized, are discussed. Throughout the materials, special emphasis is placed on providing services and facilities in the communities in which the children and youth live. (TL)

ED 061 536

CG 007 075

Drugs, Alcohol, Tobacco, and Human Behavior: Teacher Manual, Junior High School, and Student Book, Junior High School.

Ohio State Dept. of Education, Columbus.

Pub Date 71

Note—568p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Alcohol Education, *Behavior, *Drug Education, Educational Methods, Emotional Response, Health Education, *Instructional Materials, *Junior High School Students, Overt Response, Reactive Behavior, Teaching Techniques

A causal approach to human behavior (in this case, substance usage) has been adopted. This framework views each individual as having personality tasks, such as achieving self-respect or emotional security or dealing with sex feelings, which must be worked out. If a person meets barriers while trying to work them out, he may at-

tempt to remove them in temporary and ineffective ways, one of which may be the use of drugs, alcohol, and/or tobacco. Both the student and the teacher's manual for this educational program are included. Behaviorally specific objectives are defined throughout. In general, the program objectives are: 1) to teach what drugs exist; 2) to teach their effects on the human organism; and 3) to show how they fit in with alternative ways for meeting personality tasks. For the teacher, an abundance of references, materials and learning activities are suggested. (TL)

ED 061 537

CG 007 077

Brown, Leander A. And Others

A Study of Cross-Cultural Groups at Malcolm Price Laboratory School, University of Northern Iowa.

Northern Iowa Univ., Cedar Falls.

Pub Date Mar 72

Note—34p.; Paper presented at the American Personnel and Guidance Association Convention, Chicago, Illinois, March 26-29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Differences, Culture Conflict, Faculty Integration, *Group Discussion, Group Dynamics, Group Experience, Group Relations, Groups, *Integration Effects, Integration Methods, *Race Relations, *Racial Integration, *School Integration, Secondary Schools, Social Integration

A brief history of the integration efforts of the school and the resulting interracial conflict is presented. From this background evolved the cross-cultural groups which are the focus of this paper. Essentially, discussion was used for exploring the issues which were identified as impediments to good relationships within the school; (1) too few black faculty and students; (2) the impact of "Tomism;" (3) geographic location of students' homes; (4) differing interests of black and white students; (5) the need for extra-school interracial contact; and (6) inhibitions, both social and parental, against interracial contact, especially dating. The results of a questionnaire, administered to 51 black and white students in the school, suggests the impact of the cross-cultural groups. While a number of negative aspects are revealed in the data, the authors focus on two positives: (1) the overwhelming enthusiasm of students to continue participating in the groups; and (2) principal and staff perceptions of an improved school environment. (TL)

ED 061 538

CG 007 079

Greenberg, Selma B.

Attitudes towards Increased Social, Economic and Political Participation by Women as Reported by Elementary and Secondary Students.

Hofstra Univ., Hempstead, N.Y.

Pub Date Apr 72

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Elementary School Students, *Females, *Feminism, High School Students, Males, *Sex Differences, *Working Women

A total sample of 1600 fourth, sixth, eighth, and tenth graders from four different social classes completed a questionnaire, the purpose of which was to assess attitudes toward women's increased participation in fields typically thought of as male. The questionnaire is analyzed item by item and all egalitarian responses are graphed. In general, the author discovered that systematic and significant differences exist. Social class was found not to be a factor, while sex of the respondent and grade level are important. Thus, females and upper grade students are more likely to give egalitarian responses than are males and lower grade students. It was concluded that female students see women more positively and optimistically than do males, and that they are more favorable to the concept of social change which will grant women greater participation in the social, economic and political spheres. (TL)

ED 061 539

CG 007 082

McGaw, Barry Grotelueschen, Arden

The Direction of the Effect of Questions in Prose Materials.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Reading, *Context Clues, Curriculum, Instructional Aids, *Instructional Materials, Reading Development, Textbook Content, Textbook Preparation, *Textbook Research, *Textbooks

The direction of the facilitative effect of questions inserted at intervals in prose material is examined in terms of: 1) the textual distance of the questions from the material to which it refers; and 2) the relationship between the information tested by the inserted questions and that tested by the criterion test items. Results with 140 undergraduate teacher education students show: 1) that the initial effect of inserted questions may be forward, i.e., shaping appropriate test inspection behavior; 2) that superior performance on pages immediately following questions suggests a forward effect mediated through increased attentiveness; and 3) that under certain conditions a backward effect is suggested—a facilitative review effect in which the facilitation results from a memory search initiated by the inserted questions. (Author/TL)

ED 061 540 CG 007 083

Meyers, Joel Martin, Roy P.
Effects of Anxiety on Concept Learning.
Temple Univ., Philadelphia, Pa.

Pub Date Apr 72

Note—13p.; Paper presented at the annual meeting of American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, College Students, Concept Formation, *Concept Teaching, *Learning, Learning Difficulties, Learning Experience, *Performance, Task Performance

Identifiers—Spielberger Trait Anxiety Inventory, State Anxiety Inventory

Sixty-one introductory psychology students were randomly assigned to two experimental treatment which consisted of either high or low ego-involving instructions. The entire experimental procedure, including the administrations of Spielberger's Trait Anxiety Inventory and State Anxiety Inventory, is elaborated. Results support the notion that state anxiety, i.e., feelings of apprehension and heightened nervous system activity, provides a more useful estimate of the relationship between anxiety and learning than trait anxiety, i.e., anxiety proneness. Support is also added to the notion that task conditions affect anxiety, in this case a concept learning task. Advantages of the author's research design are highlighted. (TL)

ED 061 541 CG 007 084

Quist, David H.
Differences in Value Patterns Among Sixth, Eighth, and Eleven Grade Students.
Worcester State Coll., Mass.

Pub Date Apr 72

Note—11p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Elementary School Students, Ethical Values, High School Students, Junior High School Students, Moral Values, Personal Values, *Secondary School Students, Social Values, *Student Characteristics, *Values

Identifiers—Prince Differential Values Inventory

Using a specially designed, 96 item, Likert-type inventory based on Prince's Differential Values Inventory, this study explores the values of sixth, eighth, and eleventh graders to determine whether and which differences exist. Both traditional values (puritan morality, the work-success ethic, individualism, and future time orientation) and emergent values (sociability, relativistic morality, conformity, and present time orientation) were measured. In general, the data shows that, as students move up the educational ladder from grade six to grade eleven, certain values appear to change or be modified. When comparisons are made between opposite scales, students are seen to become: 1) more individualistic and less conformistic; 2) less concerned with absolutes in right and wrong; and 3) less future time oriented and more present time oriented. (TL)

ED 061 542 CG 007 085

Pezullo, Thomas R. And Others
The Heritability of Jensen's Level I and II and Divergent Thinking.

Rhode Island Univ., Kingston.

Pub Date Apr 72

Note—22p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, Compensatory Education Programs, Genetics, *Heredity, *Intelligence, Intelligence Differences, *Intelligence Factors, *Intelligence Quotient, Learning, *Learning Processes, *Memory, Teacher Education, Teaching Techniques

Heritability is defined as the proportion of a manifested trait's variance that is due to genetic variation. Sixty-five pairs of twins were employed to investigate the heritability of: (1) short term memory (Jensen's Level I), operationalized using of modified "digit span" test; (2) the general intellectual factor (Jensen's Level II), operationalized as the score on Raven's Progressive Matrices; and (3) Divergent Thinking, operationalized as scores on the Torrance Tests of Creative Thinking. Utilizing both identical twins, who have exactly the same genes, and fraternal twins, who share only about half of their genes, the authors concluded that (1) short term memory has a moderate index of heritability; (2) the general intellectual factor has a somewhat high heritability index; and (3) there is no evidence of heredity variation in Divergent Thinking measures. Possible implications for compensatory education programs, as well as for training classroom teachers, are mentioned. (TL)

ED 061 543 CG 007 087

Sklar, Bernard
The School Sociologist: A New Role for the American Public School.

University of Southern California, Los Angeles.

Pub Date Apr 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Influence, Educational Environment, *School Community Cooperation, *School Community Relationship, School Organization, *School Personnel, Social Behavior, Social Change, Social Factors, *Social Integration, Social Sciences, *Sociology, Urban Studies

The author sketches out an argument for the institutionalization of a new role within the public school system, namely, that of school sociologist. Such a person would address himself to the problems which schools face in regard to various groups or communities which they must deal with both within and without the school's walls. Three major areas are covered: (1) the ways in which social sociology is useful to schools and school personnel; (2) the nature of the school sociologist's role and its implementation; and (3) the kind of training such a person should have. The author concludes that the school sociologist would bring to the school a perspective which will help it to work more effectively in a time of great social unrest, rapid change, and increasing demands for more and better education. (TL)

ED 061 544 CG 007 089

Torrance, E. Paul
Can We Teach Children to Think Creatively?

Georgia Univ., Athens. Dept. of Educational Psychology.

Pub Date 5 Apr 72

Note—42p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creative Thinking, *Creativity Tests, *Educational Strategies, *Literature Reviews, Productive Thinking, Research Design, Research Methodology, Teaching, *Teaching Methods, Teaching Procedures, Thought Processes

The author summarizes the results of 133 studies designed to test approaches to teaching children to think creatively. While acknowledging criticisms that most of the studies use performances on tests of creative thinking and other creative school performances as criteria, he contends that the evidence which they provide can be extremely useful to educators. The most frequently reported types of experiments emphasize: (1) teacher-classroom variables; (2) compiles programs involving packages of materials; and (3) modifications of the Osborne-Parnes training program in creative problem solving. The most successful approaches, based on the author's review, are: (1) those that emphasize the Osborne-Parnes program; (2) other disciplined

approaches; (3) the creative arts; and (4) media-oriented programs. The author concludes that, indeed, successful approaches do exist which make it possible to teach children to think creatively. An extensive bibliography is included. (TL)

ED 061 545 CG 007 090

Williams, David V. Williams, Joanna P.
Children's Verbal Learning and Comprehension in the Aural and Visual Modes.

Ithaca Coll., N.Y.; Pennsylvania Univ., Philadelphia.

Pub Date Apr 72

Note—17p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, Audiolingual Skills, *Aural Learning, *Elementary School Students, *Learning, *Learning Modalities, Prose, Sentences, *Visual Learning

The study is concerned with auditory versus visual presentation of several kinds of verbal materials: (1) word pairs; (2) sentences; and (3) prose passages. Ninety-six fourth and sixth graders from a predominantly white, middle class suburban area served as subjects. Major hypotheses included: (1) a mode-by-materials interaction would exist such that the paired associated would be best learned visually, the prose passages best aurally, and the sentences equally well in both modes; (2) a grade-by-mode interaction would exist such that fourth graders would be superior in the auditory mode and sixth graders in the visual mode; and (3) an immediate measure of retention would favor the visual mode, while a delayed measure would favor the aural mode. Research design, materials and apparatus are all elaborated. The inconclusive results suggest a need for further study of the precise parameters of obtained modal differences. However, support is lent to the hypothesis that prose materials are best presented aurally and that complex relationships exist between the effects of mode and length of time and materials are remembered. (TL)

ED 061 546 CG 007 094

Bebb, Jane

Project Report for 1971-72 Title III Grant to Develop a "Model" High School Counseling Program.

School City of Mishawaka, Ind.

Pub Date 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Bound Students, Counseling, *Counseling Effectiveness, Counseling Services, *Counselor Functions, *Noncollege Preparatory Students, Program Effectiveness, *Program Improvement, *Secondary School Counselors, Secondary School Students

Manifest deficiencies in the on-going secondary school counseling program precipitated the "remodeling" effort discussed in this report. Assessment of the need for change was undertaken via: (1) hearings; (2) student, teacher, and counselor questionnaires; (3) parents' perceptions; and (4) student evaluations. Much of this data is included in the report. Among the changes discussed are: (1) redistribution of counselor functions; (2) a heavier emphasis on non-college bound students; (3) more personal and family counseling; and (4) inservice training for counselors. The authors indicate that, because of such changes, a sound high school counseling service is emerging. (TL)

ED 061 547 CG 007 117

Loupe, Michael J.

Training and Transfer of Problem-Solving.

Minnesota Univ., Minneapolis.

Pub Date 6 Apr 72

Note—9p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Information Seeking, Problems, *Problem Solving, *Productive Thinking, *Skill Development, *Transfer of Training

The author enters the debate on whether problem solving ability consists of sets of situation-specific behaviors or whether it is a general set of mental abilities. The study, utilizing a non-random sample of 60 female college sophomores, was designed to test the feasibility of teaching

behavior patterns which facilitate problem-solving in diverse situations. A basic model was used which included problem sensing, problem defining, hypothesizing, searching for information, and resolving. Differences between experimental and control groups show that problem-solving skill training does facilitate problem solving. In addition, some support is given to the position that training in general problem-solving skills results in a person's being able to better solve problems in diverse situations. The author concludes that it might be more effective to teach inquiry as a set of abstract routines which function to support and enhance mental processing in a wide range of fields. (TL)

ED 061 548 CG 007 118
Lunneborg, Patricia W. Lunneborg, Clifford E.
Sex Differences in Aptitude Maturation in a Non-college Sample.

Washington Univ., Seattle. Bureau of Testing.
Pub Date Apr 72
Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, *Adult Education, *Education, Females, *Intellectual Development, Intellectual Experience, Males, Performance Factors, *Post Secondary Education, *Sex Differences, Womens Education

Fifty women and 43 men who did little college study in the four years following high school graduation were retested with a multiaptitude precollege battery. Results show that, in the absence of continuing education, the 50 women declined in intellectual growth, while the men grew slightly. The women utilized in the study were employed, for the most part, in low-level office jobs, the men in low-level technical jobs. Only 3 of the 50 females were primarily housewives. The authors cite the men's military training and present college enrollment as the most obvious background differences between the sexes. A general conclusion is that women not enrolled in school suffer more intellectually than do men. (TL)

ED 061 549 CG 007 121

Martin, Roy Meyers, Joel
Effects of Anxiety on Quantity of Examination Preparation.

Temple Univ., Philadelphia, Pa.
Pub Date Apr 72

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Anxiety, *College Students, Performance, *Performance Factors, *Tests

Undergraduates who were anticipating a one semester course final were used as subjects in this investigation of the relationship between pretest anxiety and the amount of preparation for the test. In addition, the authors examined the relationship between anxiety and performance and between quantity of preparation and performance. Both trait and state anxiety were measured during data collection. Findings reveal that: (1) anxiety associated with the examination was significantly positively related to out-of-class preparation; (2) quantity of study had a near zero relationship with performance on the examination; and (3) there is a negative relationship between state anxiety during the test preparation period and actual performance on the test. The authors conclude, with qualifications, that examinations geared toward stimulating out-of-class preparation could be omitted. It is suggested that educators reexamine their rationales for testing students. (TL)

ED 061 550 CG 007 124

Middleman, Ruth Hawkes, Thomas H.
"An Experimental Field Study of the Impact of Nonverbal Communication of Affect on Children from Two Socio-Economic Backgrounds."

Temple Univ., Philadelphia, Pa.
Pub Date Apr 72

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Elementary School Students, *Nonverbal Communication, Performance, *Performance Factors, Student Teacher Relationship, *Teacher Behavior, *Teacher Influence, Teaching Styles

The differential effects of three values of the nonverbal component of communication on the productivity of inner-city and suburban fourth graders are explored. Eight categories of nonverbal behavior were selected, and an experimental teacher trained to employ them in the classroom, while at the same time enacting either a positive, negative or neutral affect style. Three tasks were utilized: (1) accuracy in following directions; (2) accuracy in hearing and extracting information from a verbal context; and (3) amount of words produced in a required essay. Results show that: (1) the middle and lower-middle socio-economic children responded to all affect-styles with no apparent differences; and (2) the lower socio-economic class children responded differently from the other two on one of the tasks and under negative affect-style. A number of hypotheses based on the findings are generated. (TL)

ED 061 551 CG 007 125

Myers, Karin R.
The Self Concept of Students in Individually Prescribed Instruction.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Pub Date Apr 72

Note—22p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, Elementary Education, *Elementary School Students, *Individualized Instruction, *Instructional Technology, Personality, *Self Concept, Self Esteem, *Self Evaluation, *Teacher Influence

The author tests the proposition that an educational program containing a minimum amount of failure will help the student to achieve a favorable self-attitude. Based on the belief that early experience of success leads to a healthy self-concept, it is hypothesized that children in an Individually Prescribed Instruction Program (IPI) should have a significantly higher self-concept than children in traditional programs. The self concepts of groups of third, fifth and sixth graders enrolled in IPI programs are compared. Statistical analyses of the data shows that students who have been in IPI programs three years have significantly lower self concepts than students who have been in IPI programs one or two years. A cautious interpretation of this finding is urged. A review of the literature related to self-concept is included. (TL)

ED 061 552 CG 007 129

Reynolds, Maynard C., Ed.
Proceedings of the Conference on Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions.

Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Sep 71
Grant—OEG-0-9-336005(725)

Note—274p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavior Change, Change Agents, Child Development, Cognitive Development, Cognitive Processes, Education, *Educational Change, *Educational Innovation, Educational Objectives, *Educational Philosophy, Educational Problems, Guidance Personnel, Intelligence, Learning, *Psychologists, Psychology, School Psychologists, *Schools, Social Experience, Student Teacher Relationship

The conference intended to stimulate dialogue between psychologists and educators for the purpose of developing "creative propositions" that address the functions of schooling with the most relevant and advanced psychological knowledge. Most broadly, the papers and critiques are concerned with how psychology could be used to improve: (1) socialization; (2) curriculum development; (3) teaching; and (4) guidance. Some attention is also given to the total functioning of schools, especially organizational change and the community base. Papers dealt variously with: (1) an interactional view of learning which weds Dewey and Piaget; (2) the new view of intelligence as a gradually accumulated fund of skills interaction with social experience; (3) the role of school psychologists as teacher advisers; (4) current brain research and its relationship to the problems of education; and (5) the lack of a

productive theory of change process. A dissatisfaction with the current schooling process pervades the proceedings. Alternatives and innovations are suggested. (TL)

ED 061 553 CG 007 153

Farling, William H. Hoedt, Kenneth C.
National, Regional, and State Survey of School Psychologists.

Akron Univ., Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-E-30

Pub Date Feb 71

Grant—OEG-5-70-0009(010)

Note—369p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*National Surveys, *Occupational Surveys, *Professional Personnel, Psychological Services, *Psychologists, Psychology, *School Psychologists, Surveys

This national survey of school psychologists was undertaken to provide comprehensive data regarding this professional specialty including such areas as background and training certification requirements, professional affiliation, professional needs and problems, part-time activities, salary and contractual arrangements, psychologist-student services ratios, private practice and future development of the profession. Findings suggest that the role and function of school psychologists appear to be dominated by routine activities of individual diagnosis, report writing and conferences. Critical skills considered to be in need of further development include improved psychological and educational diagnosis, educational programming, behavior modification planning, counseling and professional communication. Definitive clarification regarding current and future role and function, licensing, and certification were the prominent needs and concerns identified by the respondents. The public image of the school psychologists was also emphasized as a matter of national professional concern. Finally, there appears to be a manpower shortage of school psychologists nationally as well as the limited involvement of school psychologists in federally funded projects. (Author/RK)

ED 061 554 CG 007 160

Barron, Richard F.
The Effects of Advance Organizers upon the Reception Learning and Retention of General Science Content.

Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-1B-030

Pub Date 15 Nov 70

Grant—OEG-2-710030

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Techniques, *Experimental Teaching, Instruction, Learning, *Teaching, *Teaching Methods, *Teaching Models, Teaching Procedures, *Teaching Techniques

David P. Ausubel (1963, 1968) has developed a psychology of meaningful reception learning which is intimately related to instruction as it typically occurs in schools. A key component of this psychology involves the hypothesized effects of advance organizers has not been adequately evaluated. Previous investigations, while of theoretical interest, have merely demonstrated the equivocal nature of a poorly defined pedagogical tool in a number of situation-specific research settings. The present study attempted to rectify this state of affairs by: a) developing an operationally defined advance organizer, and b) testing the effects of this treatment relative to a traditional prose organizer in a cross-sectional research designs. Subjects in grades six through twelve were randomly assigned to three treatment conditions: graphic organizer, prose organizer, and control. Materials were aimed at the ninth grade population and held constant across the seven grade levels. Analysis of the data revealed no significant differences in favor of the organizer treatments as any of the seven grade levels. Apparently, within-grade subject variability negated the potential effects, if any, of the advance organizers. (Author/RK)

ED 061 555 CG 007 161

Walker, William J.
The Measurement of Classroom Environment.
Alfred Univ., N.Y.

18 Document Resumes

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-B-034
Pub Date Aug 71

Grant—OEG-2-700030(509)

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, *Classroom Observation Techniques, *Classroom Research, *Classrooms, *Instrumentation, Measurement, Observation, Psychological Evaluation, Psychological Studies, Student Behavior, Teacher Behavior

Identifiers—Classroom Environment Index

The purpose of this research was to conduct a preliminary analysis of a new instrument designed to measure the psychological environment of the classroom. The instrument, the Classroom Environment Index (CEI), has been developed in an initial form. The structure was essentially the same as the other Syracuse Indexes (College Characteristics Index, High School Characteristics Index, etc.). It was based on Murray's Needs-Press model and contained 30 scales of 10 items each, totaling 300 items. The expectations of the present study was that the scales of the CEI would exhibit adequate discriminates among different classroom environments. Three forms of the CEI were administered to different samples. The following findings were reported: (1) The item discrimination indexes for the first two forms were adequate but somewhat lower than other Syracuse Indexes, while the discrimination indexes for the third form were considerably improved; (2) the reliability co-efficients were low in the first two forms, but considerably higher for the third form; (3) finally, it was found that the CEI scales differentiated between classrooms, subjects, grades, levels, and to some degree sexes. (Author/RK)

ED 061 556 CG 007 162

Coleman, James S.

How Do the Young Become Adults?

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-130

Bureau No—BR-6-1610

Pub Date May 72

Grant—OEG-2-7-061610-0207

Note—22p.; Paper presented at the American Educational Research Association 1972 Annual Meeting, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Institutional Role, *Role Theory, *School Role, *Social Development, *Socialization, Vocational Development, *Youth

This paper examines the current and changing roles of the school, family and workplace in the development of young people into adults. Due to changes in these institutions, young people are shielded from responsibility, held in a dependent status, and kept away from productive work—all of which makes their transition into adulthood a difficult and troublesome process. The paper suggests that the young need to be provided with a variety of skills so they can more easily and effectively make the transition to adulthood. The role of the school should be to provide only intellectual skills, while other skills may be more effectively learned through active participation in the occupational institutions of society. (Author)

ED 061 557 CG 007 163

Danaher, Brian G. Thoresen, Carl E.

Imagery Assessment by Means of Self-Report and Behavioral Measures.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-27

Bureau No—BR-5-0252

Pub Date Mar 72

Contract—OEC-6-10-078

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, Behavior, *Behavioral Counseling, Behavioral Science Research, Behavior Change, *Covert Response, Diagnostic Tests, *Imagery, *Prognostic Tests, Role Playing, *Therapy, Thought Processes

Three procedures for use in assessing imagery behavior were examined with the intent of finding a prognostic tool that would help the behavior therapist evaluate the applicability and/or the

progress of an imagery intervention such as covert sensitization or implosion therapy. The authors attempted to replicate and extend portions of earlier perception studies which compared self-study include: (1) recall performance on a paired-associate learning task using imagery mediation; (2) self-reported and behavioral results from a Block Test of pattern recall; and (3) self-report data from an imagery questionnaire. The findings lead the authors to conclude that (1) the procedures examined require further evaluation before they can be used in diagnosis; and (2) the procedures should be expanded to include training in both somatic and visual sensory awareness and in techniques for assessing results. Directions for new research are noted. (Author/TL)

ED 061 558 CG 007 164

Mahoney, Michael J. And Others

Covert Behavior Modification: An Experimental Analogue.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-24

Bureau No—BR-5-0252

Pub Date Mar 72

Contract—OEC-6-10-078

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, Behavior, *Behavioral Counseling, Behavior Change, Conditioned Response, *Covert Response, *Imagery, *Overt Response, Perception, *Reinforcement, Response Mode, Therapy, Thought Processes

Data are presented from two experiments investigating whether covert responses can be modified. Imagery was chosen as a target because of its significant role in behavior therapy techniques. Recent evidence on the facilitative effects of imagery in paired-associate learning suggested to the experimenters the use of performance on a paired-associate learning task (in which imagery was used as a mediator) to corroborate self-reports of covert responding (imagery). In an attempt to increase or decrease the frequency of imaging, subjects were either reinforced or punished for self-reports of specific associative methods. Data indicates predictable frequency changes in imaging as a function of external contingency arrangements. The authors interpret their findings as supporting an assumption of homogeneity regarding overt and covert behavior principles, most notably that covert behaviors are functionally related to their consequences. Clinical implications for behavior therapists are briefly discussed. (Author/TL)

ED 061 559 CG 007 165

Vaughter, R. M.

A Developmental Investigation of Oddity Concept Formation in Children.

Northern Illinois Univ., De Kalb.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-1-E-051

Pub Date Apr 72

Grant—OEG-5-71-0030(509)

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Concept Formation, Concept Teaching, *Development, Education, Educational Experience, Elementary School Students, Learning, *Problem Solving, Productive Thinking, *Response Mode, *Teaching Methods, Thought Processes

Two studies are reported in which the relative difficulty of the utilization of two response strategies, matching and oddity, was assessed. Subjects for the first study were children ages 5-7, 8-10, and 11-13 years; in the second study, college adults were tested. Generally, subjects took more trials to learn matching problems than oddity problems. For the younger Ss: (1) oddity problem solving improved with age; and (2) matching problem solving in girls, but not in boys, improved with age. In the adult Ss, no sex differences in respect to problem type were observed. A model of matching and oddity problem-solving is presented which proposes: (1) that problem-solving involves the utilization of appropriate response strategies; (2) that a hierarchy of response strategies develops and the dominance of the hierarchy remains fairly con-

stant across ages once established; (3) consistent matching responding involves suppression of the dominant oddity strategy; and (4) the mediation of inhibitory responses of more dominant responses takes time. The implications of the results for educational practices are discussed. (Author/TL)

ED 061 560 CG 007 166

Durstine, Richard M.

Datfiles for Computerized Vocational Guidance: Requirements, Preparation, Use, Information System for Vocational Decisions. Project Report No. 15.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1819

Pub Date May 68

Grant—OEG-1-6-061819-2240

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, Computer Storage Devices, Data Processing, Decision Making, Educational Technology, Guidance, *Guidance Counseling, Information Storage, *Information Systems, *Man Machine Systems, *Occupational Choice, *Occupational Information, Secondary School Students, Vocational Counseling, Vocational Development

Identifiers—Information System for Vocational Decisions, ISVD

The Information System for Vocational Decision (ISVD) approach to computer-managed information is explained. Drawing mainly from the experience of preparing datfiles of occupational and military information for the ISVD, the author supports and elaborates on a number of general statements: (1) data should be collected and presented specifically to aid students in their vocational decisions; (2) data should be treated in a systematic and structured form that exploits high speed commutation; (3) ready-made sources of information should be relied upon as far as possible; (4) data should be articulated from distinct and diverse sources into a working whole; (5) datfiles and means of access to them should be prepared separate from one another so they can be used in a variety of combinations; and (6) information given by the system should be suggestive, not prescriptive. Other specific criteria and general rules for their implementation are discussed in the final section of the paper. (TL)

ED 061 561 CG 007 169

Tiedeman, David V.

The Role of Decision-Making in Information Generation, an Emerging New Potential for Guidance. Information System for Vocational Decisions. Project Report No. 12.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1819

Pub Date Feb 68

Grant—OEG-1-6-061819-2240

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Computers, Decision Making, Guidance, Guidance Programs, *Information Systems, *Man Machine Systems, *Occupational Guidance, *Occupational Information, Secondary School Counselors, Vocational Development, Vocational Interests

Identifiers—Information System for Vocational Decisions, ISVD

The information system of the Educational Resource Information Center (ERIC) program and that of information System for Vocational Decisions (ISVD) are compared. The ERIC system, with its focus on data reduction and interactive retrieval, is seen as lacking certain crucial components which would make of it an information generating system, one which because of its design will involve users in a personal decision-making/change process. Elements being deliberately built into the ISVD system include: (1) data reduction by the inquirer himself and his subsequent retrieval of this data; and (2) explicit attention to personal decision making during both of these stages. The total system is intended to turn facts/data about educational, military and vocational opportunities into the information of a personally determined career. The system's datfiles are described, as is the author's conception of how the system and its users interactions

will utilized them toward the goal of the users' purposefully and personally choosing their own careers. (TL)

ED 061 562 CG 007 171

Fletcher, Wallace J. And Others

A Tentative Career Development Curriculum and Its Implications for the Patterning of Supervisory Responsibilities in the Information System for Vocational Decisions. Information System for Vocational Decisions. Project Report Number 10.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1819

Pub Date May 67

Grant—OEG-1-6-061819-2240

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Career Planning, Careers, Computers, Curriculum Design, *Curriculum Development, Curriculum Problems, Educational Innovation, Guidance, Guidance Counseling, *Information Systems, *Man Machine Systems, *Occupational Choice, *Vocational Development

Identifiers—Information System for Vocational Decisions, ISVD

The goals of the Information System for Vocational Decisions (ISVD), a computerized vocational development program which emphasized goal setting and purposeful action, are related to a tentative curriculum context called a Career Development Program. This Program is learner centered with process and subject matter a function of individual inclinations and differences. The author emphasizes that vocational skill training cannot and must not be separated from the total educational process. Academic preparation has relevance to the vocational development of an individual. It is suggested that this common curriculum deal with phases of self-awareness, career awareness, role identification, goal setting, and purposeful action as modalities in facilitating rational decision-making and analyzing careers. The need to assign supervisory responsibilities in implementing such a curriculum is discussed, through final delineation must wait for live interaction between the inquirer, the scripts and the computer. (Author/TL)

ED 061 563 CG 400 053

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. School Discipline and Civil Rights. 1R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—11p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Civil Rights, College Students, *Discipline, High School Students, School Role, *Student Rights, *Student School Relationship

This abstracted bibliography lists 35 documents retrieved from the ERIC collection, Dissertation Abstracts and the journal literature, covering the defined civil rights of students, and legal decisions in the area of student-school relationships. (CJ)

ED 061 564 CG 400 054

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. Counseling the Pregnant Teenager. 2R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—12p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University

of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Annotated Bibliographies, *Dropout Prevention, *Pregnancy, Psychological Services, Special Programs, *Teenagers, *Unwed Mothers

This search of 18 documents from the ERIC collection, Dissertation Abstracts, and the journal literature, reviews attempts by several school systems to provide medical, psychological and educational support for pregnant teenagers, in order to prevent their dropping out of school. (CJ)

ED 061 565 CG 400 055

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. Articulation. 3R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—19p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Articulation (Program), Coordination, Educational Objectives, *Program Coordination

This search of the ERIC system, Dissertation Abstracts, and the journal literature, yields 50 document abstracts which cover the mutual relationships for the implementation of long-range educational objectives between state departments of education and school systems, four-year institutions, and colleges and secondary schools. (CJ)

ED 061 566 CG 400 056

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. Counseling for Drug Abuse. 4R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—12p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Counseling Programs, *Drug Abuse, Health Education, Prevention, Program Descriptions

This abstracted search reviews 42 documents retrieved from the ERIC collection, Dissertation Abstracts, and the journal literature, and covers techniques and school programs for education and prevention of drug abuse. (CJ)

ED 061 567 CG 400 057

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. Counseling for Achievement Motivation. 5R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—13p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Annotated Bibliographies, *Counseling Programs, *Goal Orientation, *Motivation, *Techniques

This search of the ERIC system, Dissertation Abstracts, and the journal literature yielded 27 documents which review suggested techniques for use in school and at home to increase levels of motivation. (CJ)

ED 061 568 CG 400 058

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. Improving Counselor Public Image. 6R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—10p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Community Involvement, *Counselor Functions, *Counselor Role, Public Relations, *School Community Relationship

This search of the ERIC system, the Dissertation Abstracts, and the journal literature offers abstracts of 28 documents dealing with ways in which the profession can involve the community, thereby creating a more favorable counselor image on the part of the public. (CJ)

ED 061 569 CG 400 059

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. Program Evaluation and Accountability. 7R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—18p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Counseling Effectiveness, *Counselor Role, Literature Reviews, *Program Evaluation, *Student Development

A search of the ERIC system, Dissertation Abstracts, and the journal literature has yielded 28 documents, which are abstracted here. They review methods of program evaluation, and the extent to which programs and counselors themselves are effective in contributing to favorable student development. (CJ)

ED 061 570 CG 400 060

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. Parent Counseling. 8R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—14p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Confidential Records, *Counselor Role, Court Litigation, *Legal Problems, *Student Records

This compilation of 27 abstracts of documents searched through the ERIC system, Dissertation Abstracts and the journal literature covers the ethics involved in student record keeping and privileged information, together with recent legal decisions affecting the counselor and the counseling relationship. (CJ)

ED 061 571 CG 400 062

Kidder, Mary Jane, Comp.

Searchlight: Relevant Resources in High Interest Areas. Students as Resources. 10R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

20 Document Resumes

Contract—OEC-3-6-002487-1579(010)

Note—11p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Peer Teaching, *Student Participation, *Student Volunteers, *Volunteers

This search of the ERIC system, Dissertation Abstracts, and the journal literature yielded 35 documents which are abstracts here. These documents review different ways in which students can be utilized as volunteers in school and in the community. (CJ)

ED 061 572

CG 400 063

Jaslow, Carol, Comp.

Searchlight: Relevant Resources in High Interest Areas. Counseling the Aging. 11R Retrospective Search.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—11p.

Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Counseling, *Adult Development, *Annotated Bibliographies, *Counseling Services, *Older Adults, Senior Citizens

This search of the ERIC system, Dissertation Abstracts, and the journal literature yielded 25 documents which focus on methods of viewing the aging and the extent to which programs and counselors are effective in contributing to the enrichment of the later years. (CJ)

EA

ED 061 573

24

EA 004 022

Boas, Alan M.

Building Renovation and Modernization. Educational Facilities Review Series Number 4.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Feb 72

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Improvement, *Building Innovation, *Building Obsolescence, *Educational Facilities, Estimated Costs, Facility Guidelines, Facility Requirements, *Literature Reviews, Mechanical Equipment, Modular Building Design, School Planning, School Space, Space Utilization

This document reviews the literature previously announced in RIE that is concerned with the renovation and modernization of obsolescent school buildings. The bulk of the literature emphasizes the use of modular components for both support systems and unique learning environments. Topics covered include planning, modernization techniques, modification designs, cost estimates, space analysis, and mechanical systems. (Author)

ED 061 574

EA 004 024

Hershberger, Robert G.

Predicting the Meaning of Designed Environments.

Pub Date 24 Apr 71

Note—26p.; Paper presented at Western Psychological Association meeting (San Francisco, California, April 14, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Education, *Architectural Research, *Building Design, Color Presentation, Cultural Differences, *Environmental Influences, Factor Analysis, Media Selection, Observation, *Participant Satisfaction, *Predictive Measurement, Public Housing, Slides, Space Orientation, Speeches

This paper first outlines the several problems encountered by architects in predicting user comprehension of designed environments, establishes the importance of the need to predict accurately, and suggests ways in which research can help improve prediction. Also discussed are the objectives and methodological problems associated with the four domains of research to be explored before an objective basis for preconstruction predictions can be established. These domains are (1) response formats, (2) media of presentation, (3) observers, and (4) environment. The previous research of the author in this area is then outlined, including the presentation of a 2-stage conceptual model of meaning (or comprehension) consisting of a representational stage followed by a responsive stage. The author describes one experimental study that compared the meanings attributed to environments by architects with those attributed by laymen, the findings of which revealed that the education of the architect accounted for the differences. Another experiment compared architects in different parts of the country and found similar, albeit less systematic, differences. The presentation concludes with a discussion of the current research of the author in which the adequacy of various media as representations of designed environments are compared. (Author)

ED 061 575

EA 004 038

Bartholomew, Robert And Others

The Pre-School Child Near Environment: Variable Manipulation and Evaluation.

Pub Date Jan 72

Note—10p.; Paper presented at Environmental Design Research Association AIA Architect Researchers Joint Conference (Los Angeles, California, January 24-27, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acoustics, Color, Day Care Services, Designers, *Design Needs, Environmental Influences, *Environmental Research, *Interdisciplinary Approach, Interior Space, Lighting, *Physical Environment, Pilot Projects, *Preschool Children, Psychologists, Speeches

Identifiers—Cornell University

A study of the relationship between the behavior of preschool children (3-5-year age group) and the physical near environment has been initiated at Cornell. The illumination and sound levels, color, equipment, and spatial configurations in a nursery school room are to be varied, and systematic observational records will be kept of the level of play, the incidence of aggression, and the movement in and out of, as well as the movement within, the test area. (Author)

ED 061 576

EA 004 048

Thermal Environment in Schools.

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Apr 71

Note—40p.

Available from—Ontario Department of Education, P.O. Box 560, Station "F", Toronto, Ontario (Canada) 182 (\$2.00, checks payable to "Treasurer of Ontario." Payment must accompany orders)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Air Conditioning, Climate Control, *Cost Effectiveness, Environmental Research, Heating, Human Engineering, Mechanical Equipment, Performance Specifications, Physical Environment, *School Buildings, *Systems Approach, Temperature, *Thermal Environment, *Ventilation

This publication attempts to provide some basic descriptions of the various systems and components of climate control and to point out some of the factors to be considered in the selection of the mechanical equipment. The principles of heat gain and loss and ventilation as they relate to a comfortable temperature are discussed. Illustrative figures accompany the written text. (Author)

ED 061 577

EA 004 070

Osmon, Fred Linn

Patterns for Designing Children's Centers. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 71

Note—127p.

Available from—Educational Facilities Labs, 477 Madison Avenue, New York, N.Y. 10022 (\$2.00)

EDRS Price MF-\$0.65 HC-\$5.58

Descriptors—*Architectural Programming, Bibliographies, Building Plans, *Child Care Centers, *Educational Needs, Educational Philosophy, Environmental Influences, Interior Space, Preschool Education, *Preschool Programs, *School Design, Space Orientation

This book summarizes the issues involved in the design of a children's center. A children's center is defined as an away from home, group child care program for 2-4 year olds. The material is organized into 35 chapters or "patterns." A pattern is a package of design requirements whose solution is focused on a distinct part of the physical environment. This part can be a physical activity space — e.g., a kitchen, an entry, or the action area of the play yard; it can be a part of a building — e.g., the lighting system or the flooring materials; or it can be an overall design issue — e.g., a multirealm environment for mother and child. The patterns should be a takeoff point for the director, the teachers, and the architect to begin thinking about the daily program for a center and the parallel requirements for a physical environment. These patterns can also be considered as part of a continuing dialogue between early childhood educators and architects who take the time to articulate their ideas on educational needs and required physical solutions. The patterns are transitory and temporary, to be modified and changed as the dialogue is vitalized with new ideas and insights. (Author)

ED 061 578

EA 004 071

Bishop, Robert L. And Others

Measurement of Children's Preferences for the Play Environment.

Pub Date Jan 72

Note—9p.; Paper presented at Environmental Design Research Association Annual Conference. (3rd, Los Angeles, California, January 24-27, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Attitudes, Comparative Analysis, Designers, *Environment, *Environmental Research, *Measurement Techniques, Photographs, *Play, Playgrounds, Speeches

A measurement technique employing photographs and comparative judgment scaling is evaluated for internal consistency and behavioral validity, with positive results. Using the validated technique, the hypothesis is tested that adult designers are insensitive to children's preferences, and the hypothesis is found to be true. The measurements thus obtained also contain useful information about the substance of what children prefer. (Author)

ED 061 579

EA 004 086

Hubbell, Ned And Others

The Conference Planner: A Guide to Good Education Meetings.

National School Public Relations Association, Washington, D.C.

Pub Date 67

Note—72p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock No. 411-12712, \$12.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audience Participation, *Conferences, Evaluation, Guidelines, Meetings, *Planning, *Planning Meetings, Speaking, Speeches, Symposia, Workshops

This guide offers suggestions for several types of conferences, and is aimed at meeting the needs and interests of different audiences. The report stresses the importance of planning, organizing, and evaluating; it discusses program planning, physical arrangements, speakers, audience involvement, promotion, evaluation, and reporting the results. The appendix provides a checklist for planners and a selected list of conference aids and references designed to help plan and stage a successful meeting. (Author/JF)

ED 061 580

24

EA 004 088

Johnson, Sharon Counts

Flexible-Modular Scheduling. Educational Management Review Series Number 4.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Mar 72
Contract—OEC-0-8-080353-3514

Note—10p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Course Organization, Curriculum Planning, Educational Innovation, *Flexible Schedules, *Flexible Scheduling, Individualized Instruction, *Literature Reviews, *Schedule Modules, *School Schedules, Student Role, Teacher Role, Teaching Methods

This review surveys recent documents previously announced in RIE that are concerned with flexible-modular scheduling. Benefits derived from innovative scheduling techniques range across the entire spectrum of the educational experience, frequently providing for substantial change in the roles of students, teachers, and administrators. Under such a scheduling system, students can choose instruction individualized to meet their needs and teachers can assume greater participation in both curriculum planning and the development of new instructional methods. In addition, administrators can choose from multiple alternatives for organizing the school day and for managing time and space use in their schools. (Author/EA)

ED 061 581 EA 004 100
Prescott, Donald R.
Strategies Employed in Coping with Burgeoning Enrollments, 1969-70.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.
Pub Date Apr 70
Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bus Transportation, *Cost Effectiveness, *Costs, Double Sessions, Enrollment Influences, *Enrollment Trends, Expenditure Per Student, Extended School Day, Extended School Year, Quarter System, *School Schedules, *Space Utilization, Urban Schools, Year Round Schools

Identifiers—Schemes

This report identifies strategies and practices that school districts might employ as they seek ways to cope with increased enrollments and rapidly rising costs. Among the practices discussed are (1) intensive space utilization, (2) community classrooms, (3) "Schemes"—schools in homes or apartment buildings, (4) rented classroom space, (5) extended school day, (6) double sessions, (7) busing, (8) rotated or staggered four-quarter plan, (9) 45-15 plan, and (10) extended school year acceleration programs. A bibliography is also provided. (JF)

ED 061 582 EA 004 105
Brown, Daniel J.
The Poverty of Educational Administration.

Pub Date Dec 71
Note—14p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Characteristics, *Administrator Education, *Administrator Qualifications, *Management Development, Speeches

This speech argues that educational administrators are ill-equipped to meet contemporary challenges because of their lack of present-day administrative knowledge. Two general modes of generating such knowledge are outlined and contrasted—the humanist (involving verbal theory and "soft" data) and the scientific (involving formalized theory and "hard" data). A categorization of articles in Educational Administration Quarterly and Administrator's Notebook reveals an imbalance in favor of the humanist tradition. The implications of this imbalance for the advancement of knowledge and for the resultant service of university departments to the field are discussed. (Author)

ED 061 583 EA 004 106
Sikula, Andrew F. Sikula, John P.
The Values and Value Systems of Educational Administrators.

Pub Date Apr 72

Note—12p. Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Attitudes, Administrator Characteristics, Administrator Role, *Beliefs, *Educational Research, Speeches, *Values

This speech reports on a study of 62 educational administrators that supplies empirical evidence in support of the contention that there are significantly different profiles associated with different occupational-career groups. Utilizing the Rokeach Value Survey Form D, the authors surveyed and compared the value configurations of 12 distinct groups and found that the profile of educational administrators differed significantly from other occupational-career and managerial groups. Educational administrators revealed that their goals or end-states of existence (terminal values) were relatively idealistic and abstract in nature while their methodology or means of achieving (instrumental values) the end-states were of much less relative concern. (Author)

ED 061 584 EA 004 109
Brown, Frank

Need Satisfaction of Educational Administrators.

Pub Date Apr 72

Note—38p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Attitudes, *Educational Research, Employment Level, *Job Satisfaction, *Need Gratification, *Psychological Needs, Research Reviews (Publications), Self Actualization, Speeches, Statistical Analysis, Statistical Data

This speech presents the results of a study of five psychological need classes, ordered from the most basic to the least basic—security, social, esteem, autonomy, and self actualization. A questionnaire on need satisfaction was applied to a sample of public school administrators. Analysis revealed that there is no relation between administrators' need satisfaction and community type, line or staff type positions, type of principalship, age, sex, ethnic identification, or organizational size. However, it did reveal the existence of a statistically significant relationship between administrators' need satisfaction and job level, minority student composition of a school, and between level of education. (Author)

ED 061 585 EA 004 126
Alexander, William M.

Curriculum Planning as It Should Be.

Pub Date 29 Oct 71

Note—23p.; Speech given before Association for Supervision and Curriculum Development Conference. (Chicago, Illinois, October 29, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Curriculum Design, *Curriculum Development, *Curriculum Guides, *Curriculum Planning, *Educational Improvement, Speeches, Student Centered Curriculum, Student Participation

This speech suggests some of the weaknesses in current curriculum planning and offers suggestions for its improvement. The speaker argues that current curriculum planning places too much emphasis on subject curriculum. For successful curriculum planning, the author supports these goals: (1) development of the self-directing, continuing learner; (2) active participation by the learner in planning his own curriculum in an open process that eliminates the "hidden curriculum"; (3) progression by the learner along a series of curriculum continuums, each within a curriculum domain rather than an educational ladder; and (4) development of the school as a management center for curriculum and instruction rather than as a self-contained locus of schooling. The author describes in detail the processes of curriculum planning as they should be, emphasizing the need for cooperation among professionals, citizens, and students. (JF)

ED 061 586 EA 004 159

Morphet, Edgar L.

State Leadership in Education in the 1970's: Significant Recent and Prospective Changes in Society that Have Important Implications for the States.

Pub Date 16 Feb 72

Note—7p.; Paper presented at American Association of School Administrators Annual Convention. (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, *Changing Attitudes, Community Involvement, Educational Planning, *Educational Policy, *Social Change, Speeches, *State Action, State Departments of Education, *State School District Relationship

This report discusses the State role in providing education for its citizens in a changing society. The author suggests that, although the idea of local responsibility for education is still valid, States should be responsible for developing adequate educational policies for local systems to implement. The report also suggests that the States, in cooperation with citizens, must provide effective planning for improvement of education. Societal changes that the author sees are (1) an interest in consumerism and environment, (2) a trend to urbanization, and (3) a transition from a complacent to a questioning society. (JF)

ED 061 587 EA 004 163

Morphet, Edgar L.

Educational Administration: Changing Conditions, Demands, Insights and Concepts.

Pub Date 13 Feb 72

Note—11p.; Speech given before American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Educational Administration, Educational Change, *Educational Objectives, *Educational Planning, Educational Policy, *Social Change, Speeches, State Action, State Departments of Education

This speech discusses important issues to be considered by educational administrators in arriving at "an operating consensus" on major purposes and goals for education in a complex, pluralistic, and rapidly changing society. The author suggests that educators and lay citizens be concerned with probable developments and needs during the coming years. He also emphasizes the need for long-range comprehensive planning, calls for an understanding of the change processes and the forces that tend to facilitate or retard needed changes in society and in education, and urges that educators identify and eliminate inequities and injustices in educational systems before courts take action. (JF)

ED 061 588 EA 004 166

Osborn, William C. Goodman, Barbara Ettinger
A Tentative Organizational Schema for Decision-Making Problems.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Report No—HumRRO-TR-66-14

Pub Date Jul 66

Note—32p.; Exploratory Study 12

Available from—National Technical Information Service, Springfield, Virginia 22151. (AD-638 724, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Behavior Theories, *Decision Making, *Decision Making Skills, Information Processing, Models, Probability, *Problem Solving, *Psychology, *Research, Response Mode

This report presents the results of research that examined widely diverse decision problems and attempted to specify their common behavior elements. To take into account the psychological complexity of most real-life decision problems, and to develop a tentative organization of decision behavior that will embrace the many, highly diverse types of problems that are presumed to result in "decision," an attempt was made to delineate the component response processes that lead to these decisions. The procedure (1) identified and descriptively defined the relevant stimulus and organismic factors and (2) schematized the response dimensions involved to derive a tentative response matrix. The result is an organizational schema for use in analyzing the response aspects of the decisionmaking process in terms of the pertinent psychological dimensions of decision behavior. (Author)

ED 061 589 EA 004 167

Watson, Cicely

Specifying Future Educational Needs in a Changing Political Climate.

Ontario Inst. for Studies in Education, Toronto.
Dept. of Educational Planning.

Report No.—Occas-pap-8

Pub Date May 71

Note—40p.; Copy of speech given at Centre for Continuing Education conference (York University, May 18-21, 1971)

Available from—Administrative Assistant, Department of Educational Planning, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (Educ. Planning Occasional Paper 8/71, Free)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Changing Attitudes, Education, Educational Change, Educational Needs, *Educational Planning, *Enrollment Projections, Enrollment Trends, *Higher Education, Political Influences, *Politics, Prediction, Social Change, Tables (Data)

To discuss the ways in which a planner can specify future education needs in a changing political climate, the author focuses on Ontario, and uses tables and enrollment projections as illustrations. The author notes that the issue of how much to spend on education is political, and observes that, in Ontario, the growing demand will be for enrollment in institutions of higher education. The report discusses ways in which planners might meet the demands of this increased enrollment. (JF)

ED 061 590

EA 004 168

Stewart, Clifford T., Ed.

Institutional Research and Institutional Policy Formulation. Proceedings of Association for Institutional Research Annual Forum (11th, Denver, Colorado, 1971).

Association for Institutional Research.

Pub Date 71

Note—211p.

Available from—Office of Institutional Research, Claremont University Center, Claremont, California 91711 (\$8.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Standards, *Administrative Policy, Conference Reports, Cost Effectiveness, Educational Finance, *Educational Policy, Enrollment, Enrollment Influences, *Financial Policy, *Institutional Research, *Policy Formation, School Policy, Workshops

This document presents the papers and seminar discussions of the Forum. Thirty-eight papers were presented covering (1) the relationship of institutional research to general issues of policy formulation, (2) academic policy formulation, (3) administrative policy formulation, (4) enrollment policy formulation, and (5) special interest groups. The proceedings of 18 seminar and workshop sessions accompany the papers. (RA)

ED 061 591

EA 004 170

There's a New School Coming. Third Annual Report: The Florida Educational Research and Development Program.

Florida State Dept. of Education, Tallahassee.

Pub Date 13 Jan 72

Note—49p.

Available from—Dr. Ned B. Lovell, Administrator, Educational Research and Development Program, Division of Elementary and Secondary Education, Florida State Department of Educ., Tallahassee, Florida 32304

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, Educational Change, Educational Programs, Educational Research, *Educational Strategies, *Evaluation Techniques, Management, Management Development, *Program Coordination, Research and Development Centers, School Personnel, *Staff Improvement, Teacher Education, Teaching Skills

Identifiers—Assessment

This program is designed to make the concept of the new school possible — one that provides a variety of learning situations and guarantees learning opportunities for all individuals. The report makes recommendations in four areas that foster the new school concept: (1) technical assistance and evaluation support for school-based projects using alternative practices; (2) completion of assessment for mathematics, writing, and reading and development of programs in learning skills, science, and human relations; (3) expansion of assessment procedures and training methods for educational personnel and new projects relating teacher competencies to pupil learn-

ing; and (4) coordination of research and development activities under several programs. (RA)

ED 061 592

EA 004 175

Ideas for Improving Public Confidence in Public Education. For Action at Local, State, National Levels.

National School Public Relations Association, Washington, D.C.

Pub Date 71

Note—56p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock #411-12808, \$4.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Boards of Education, Community Involvement, Educational Accountability, Educational Finance, *Federal Government, Guidelines, *Public Opinion, *Public Relations, *School Community Relationship, *State Action

This report presents some ideas that were developed by participants at a conference sponsored by the National School Public Relations Association. The conferees from educational, political, and civic life participated in a brainstorming session to develop ideas for improving public confidence in education. The best of these ideas are included in this report. The report introduces (1) those ideas to be started at the local level, those at the State level, and those at the national level; (2) makes suggestions about how to run a brainstorming conference; and (3) includes an address by Sidney P. Marland, Jr. on meriting a good opinion. (Photographs may reproduce poorly.) (JF)

ED 061 593

EA 004 177

Muir, Kenneth K.

Communications: Where Schools Go Wrong.

Pub Date Feb 72

Note—18p.; Paper presented at American Association of School Administrators Annual Meeting (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Administrator Guides, Board of Education Policy, *Communication (Thought Transfer), Communication Skills, Educational Accountability, Educational Problems, Feedback, *Information Dissemination, Information Services, Information Utilization, Mass Media, Public Relations, *School Community Relationship, Speeches

This speech presents the ten commandments of communicating educational information to school district patrons. When dealing with parents' and citizens' groups, an administrator should (1) keep no secrets, (2) be honest, (3) have a planned information program, (4) communicate with all publics, (5) respond to other groups' needs as well as his own, (6) use a variety of media and approaches, (7) speak and write in simple English, (8) listen as well as speak, (9) remember the children and keep them first, and (10) consider an information program a necessity. (RA)

ED 061 594

80

EA 004 178

Bowles, B. Dean

SEA - LEA Personnel and Financial Resources Assessment Package.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 71

Note—72p.; An Upper Mid-West Region Interstate Project Publication

Available from—Interstate Project Office, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Evaluation Methods, Federal Aid, *School Districts, *School District Spending, State Action, State Aid, *State Departments of Education

Identifiers—*Assessment, Elementary Secondary Education Act Title V, ESEA Title V

This report provides material for assessment by State education agencies of manpower and financial contributions and the impact of these contributions on local education agencies. Part one of the assessment package offers suggestions

about the possible utilization of the package materials. The second part provides assessment instruments and data formats: (1) a format for obtaining social and economic factors descriptive of school districts, with directions; (2) a professional staff questionnaire, with directions; (3) a format for obtaining federal financial information, with directions; (4) a format for obtaining State financial information, with directions; and (5) a format for obtaining local financial information, with directions. The third part uses assessment data from Wisconsin to illustrate one way in which data may be presented and analyzed. (Author/JF)

ED 061 595

EA 004 179

[The Educational Resources Management System: Application of PPBES Concepts to Education.]

Association of School Business Officials, Chicago, Ill.

Pub Date 71

Note—63p.; A report of the ASBO Convention Research Committee (Montreal, Canada, October 23-28, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Budgeting, Educational Accountability, *Educational Resources, Evaluation, Management, *Management Development, *Management Systems, National Surveys, Planning, Programming, Resource Allocations, Systems Approach, *Systems Concepts, *Systems Development

This document reports the results of a survey of school business officials to determine the status of Educational Resource Management Systems (ERMS) or Planning-Programming-Budgeting-Evaluating Systems (PPBES) in school districts and colleges in the United States and Canada. Though the actual number of school districts developing management systems has increased considerably since 1967, only a small percentage of districts in the two countries is engaged in developing a systems approach. Charts showing how participation was initiated, which groups have been active, and what stages of development have been implemented are also included. (RA)

ED 061 596

24

EA 004 181

Wyant, Spencer

Organizational Development from the Inside: A Progress Report on the First Cadre of Organizational Specialists.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-12

Bureau No.—BR-5-0217

Pub Date Apr 72

Contract—OEC-4-10-163

Note—22p.; Abridged from: Organizational Specialists in a School District: A Follow-up Study. M.A. Thesis, September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Communication Skills, Educational Administration, Educational Innovation, *Group Dynamics, *Organization, *Organizational Change, Organizational Climate, Problem Solving, *Program Evaluation, School Organization

This document reports the experiences of organizational development specialists and compares organizational development with two other change strategies. Organizational development aims to increase the effectiveness of task groups in schools by teaching them how to communicate clearly, use systematic methods to solve problems, draw out and use group members' information and resources, and to build new norms and roles that support group processes. Organizational specialists in Kent, Washington, met with many difficulties because of budget and personnel constraints, but they did succeed in improving the communication and problem-solving skills of district subsystems. When compared with innovative team and change agent team strategies, the organizational development strategy was the only one that could claim specific, longrange improvements in the school systems. (RA)

ED 061 597

EA 004 182

Planning, Programming, Budgeting System Manual for State of California School Districts. An Educational Planning and Evaluation System. Second Preliminary Edition.

California State Dept. of Education, Sacramento.

Pub Date 70

Note—117p.; Prepared under the direction of the Advisory Commission on School District Budgeting and Accounting

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Budgeting, Educational Objectives, Educational Planning, Evaluation, *Management Systems, Manuals, Planning, Programming, *School Districts, Systems Analysis, Systems Approach, *Systems Concepts, *Systems Development

Identifiers—California

The manual is a guide for the implementation of a planning-programing-budgeting system (PPBS) in California school districts. It offers reference material designed to further an understanding of the elements and processes of PPBS, defines terms, describes minimum initial implementation requirements, and suggests recommended forms and procedures. One section is devoted to an explanation of the intent, scope, elements, and processes of an operational PPB system and the impact of PPBS on normal school district activities. The text focuses on the implementation of a PPB system, delineating the tasks to be accomplished during the initial implementation phase. Important guidelines are also presented for those persons who function specifically in the implementation process. (Author/RA)

ED 061 598

EA 004 184

SEF - Academic Evaluation. An Interim Report.

Metropolitan Toronto School Board (Ontario). Study of Educational Facilities.

Report No.—SEF-E5

Pub Date Apr 72

Note—210p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Annotated Bibliographies, Community Attitudes, *Educational Facilities, *Evaluation Methods, Facility Case Studies, *Facility Utilization Research, Flexible Facilities, *Open Plan Schools, Parent Attitudes, Physical Environment, Principals, Research Methodology, *School Environment, Space Utilization, Student Attitudes, Teacher Attitudes

This report is the result of the first year evaluation of 16 open plan schools built by SEF, four nonSEF open plan schools, and four traditional plan schools in an effort to compare SEF schools with nonSEF schools and open plan facilities with traditional plan facilities. The study was intended to gather information about the adequacy of these various facilities from the standpoint of the users. Questionnaires were given to all teachers and principals, to randomly selected 5th and 6th grade students in heterogeneous classes, and to randomly selected parents and neighbors. In addition, observations of all students and teachers were made in 12 schools over a period of one week. There were differences both in satisfaction with and utilization of facilities, some favoring SEF schools and some favoring nonSEF open plan schools. However, the differences from school to school were generally much greater than the average differences between types. The large, overriding differences were generally found between the open and the traditional plan schools. (Author)

ED 061 599

EA 004 185

The College Resource Centre. Colleges of Applied Arts and Technology.

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Sep 71

Note—42p.

Available from—School Planning and Research Section, Ontario Department of Education, 14th Floor, Mowat Block, Queen's Park, Toronto 182, Ontario (Canada) (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiovisual Programs, *Campus Planning, Community Colleges, Educational Philosophy, Facility Inventory, Illustrations, Information Networks, Information Storage, *Junior College Libraries, Library Cooperation, Modular Building Design, *Performance Specifications, Physical Design Needs, *Resource Centers, *Resource Guides, School Community Relationship, School Expansion

Identifiers—CAAT, Colleges of Applied Arts and Technology
This booklet provides general guidelines for those involved in planning a resource center for the Colleges of Applied Arts and Technology, CAAT. The first section of the document con-

cerns the formation of a resource center building committee and a broad outline of the various considerations to be included in planning the center program. The second section contains a brief summary of CAAT educational philosophy and a discussion of the resource center as part of an information network and as it relates to (1) the community, (2) regional libraries, (3) local industry, and (4) the College Bibliocentre. The third section concerns standards for determining quantities and sizes of collections of print and nonprint materials. The fourth section describes and illustrates different items of equipment necessary for the storage and use of the varied center materials. The fifth section discusses planning determinants for centralized vs. decentralized organization of the resource center, expansion limitations to be avoided, and the physical determinants of the center. The document includes photographs, illustrations, and charts. (MLF)

ED 061 600

EA 004 186

Air-Supported Structures.

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Mar 72

Note—16p.

Available from—School Planning and Research Section, Ontario Department of Education, 14th Floor, Mowat Block, Queen's Park, Toronto 182, Ontario (Canada) (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Air Structures, Bibliographies, *Building Design, Building Materials, Doors, Flooring, Mechanical Equipment, *Physical Facilities, *Spatial Relationship, *Summative Evaluation

This study has been prepared to set out some of the benefits and the problems involved in the use of air-supported structures. Also indicated are the types of inquiries that should be made when the use of such structures is being considered. Technical and engineering details, such as the properties of various fabrics, are not included. (Author)

ED 061 601

EA 004 187

Beardsley, Barbara

Open Plan - Open Education.

Pub Date 5 Feb 72

Note—11p.; Paper presented at Ontario Woodsworth Memorial Foundation Conference on Education (Toronto, February 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, Educational Needs, *Educational Philosophy, Flexible Facilities, Individualized Instruction, *Open Education, *Open Plan Schools, Problem Solving, Speeches, Student Centered Curriculum, *Student Teacher Relationship, Teacher Role, Test Results

To adopt open education is a philosophical decision. Open plan schools should be more conducive to a more informal style of teaching. However, it is wise to know what open education means because it is not a panacea for all schools nor for all individuals. A related document is EA 004 184. (Author)

ED 061 602

EA 004 188

Harrow, Thomas L. Dziuban, Charles D.

An Investigation in Educational Resource Allocation in School Districts.

Pub Date Apr 72

Note—17p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Data Analysis, Educational Quality, *Educational Research, Enrollment Influences, Expenditure Per Student, *Resource Allocations, *School Districts, *School District Spending, Speeches, Student Transportation, Teacher Attitudes

This speech presents a study that identified factors predominately related to the efficient allocation of resources in Florida's public school districts. Information was collected from 67 school districts concerning 27 variables that were found in an optimum effective school district. The variables were analyzed using the principal component procedure to identify factors for consideration when allocating educational resources to school districts. The results showed that teacher commitment, student transportation, school district financing, and pupil population in

educational programs were the four main areas of school district resource allocations. (Author)

ED 061 603

EA 004 189

Windham, Douglas M.

The Efficiency/Equity Quandary and Higher Educational Finance.

Pub Date 1 Mar 72

Note—35p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Educational Finance, *Educational Research, *Financial Policy, Grants, *Higher Education, Speeches, *Student Loan Programs, *Tuition

This speech examines alternative means of financing higher education within the context of how they affect both the equity of opportunity for such education and the efficiency of societal investment. According to the author, the system of higher education is inherently inequitable. The manner in which a financing program of full-cost tuition and long-term loans can minimize this inequity, as well as the long-term inequities while maximizing both social and private efficiency, is developed. Illustrative statistics from North Carolina are utilized, but conclusions are derived in terms of any public higher educational system. (Author)

ED 061 604

EA 004 191

Schmuck, Richard A.

Where OD for Schools Needs To Go.

Pub Date Apr 71

Note—7p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Educational Administration, Educational Research, *Management Systems, *Organization, *Organizational Change, *Organizational Climate, *Participation, School Improvement, School Organization

Since evaluations have shown that organizational development is a plausible and useful vehicle for improving school climate, it needs to be extended in various ways, including (1) further scientific study of organizational development in schools; (2) more research into the processes and effects of organizational development training; and (3) extension of philosophic models to include power and conflict, accountability and responsibility, and techno-structural aspects of the school. Most important is the effort to bring parents, students, and educators into joint decisionmaking around educational alternatives. (Author/RA)

ED 061 605

EA 004 192

Brown, L. Dave

"Leading Parts" and Organizational Change.

Pub Date 17 Sep 71

Note—16p.; Paper presented at American Psychological Association Annual Convention (79th, Washington, D. C., September 17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, *Conceptual Schemes, Group Dynamics, *Organization, *Organizational Change, Social Psychology, Speeches, Student Characteristics, *Systems Analysis, *Systems Approach

This paper develops a conceptual framework for identifying organizational change and applies the framework to understanding organizational change. The main focus of the framework is the concept of "leading parts." Leading parts may be dominant or catalytic in their impact on systems; and understanding their operation requires analysis of the context in which they exist, the nature of the leading part itself, the nature of the other system parts relevant to the change, the "amplification mechanisms" available to the leading parts, and of the "homeostatic mechanisms" that seek to preserve the status quo. The analytic framework is then applied to two cases of organizational change in a high school, some of the implications of the framework for researchers and change agents are discussed, and the framework is compared to Lewin's force field analysis. (Author)

24 Document Resumes

ED 061 606 EA 004 193

Wiener, William K.

Interpersonal Compatibilities of Innovative and Non-Innovative School Principals and Curriculum Coordinators.

Pub Date Apr 72

Note—23p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, *Coordinators, Educational Change, Educational Innovation, *Educational Research, Group Dynamics, *Individual Characteristics, *Interpersonal Relationship, Interprofessional Relationship, *Principals, Speeches

A study was made to ascertain whether the relationship between the principal and the curriculum coordinator can be considered a variable related to the successful adoption of innovations in schools. A procedure for selection of innovative and noninnovative schools in making use of Miles' (1964) typology of innovation in education was tested. Principal-curriculum coordinator interpersonal compatibilities were ascertained from FIRO-B scores (Schutz, 1958) and comparisons on innovative/noninnovative principal-curriculum coordinator compatibility were made on 16 compatibility dimensions. Findings indicated significantly greater innovative principal-curriculum coordinator compatibility in areas where control and power were issues. This suggests some implications for the selection and subsequent prerogatives of innovative principals. (Author)

ED 061 607 EA 004 194

DeVaughn, J. Everette

Policies, Procedures and Instruments in Evaluation of Teachers and Administrator Performance.

Davis (Robert) Associates, Inc., Atlanta, Ga.

Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date Sep 71

Note—23p.; A publication of Southeastern Interstate Project for State Planning and Program Consolidation. Paper also presented at AASA Annual Convention (104th, Atlantic City, N. J., February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Evaluation, Civil Liberties, Court Litigation, *Due Process, Educational Administration, Educational Policy, *Evaluation Techniques, *Personnel Management, Personnel Policy, Statewide Planning, *Teacher Evaluation

This speech first presents an overview of the problems in and the promises of teacher and administrator job performance evaluation. The author contends that a lack of attention to the evaluation process, faulty instruments, poorly defined performance criteria, and the lack of participation involvement present the major difficulties in evaluation programs. The second section focuses on the legal aspects of personnel evaluation with emphasis on the civil rights of school district employees. Recent court litigations have established that school employees should be guaranteed the usual constitutional rights and that reemployment decisions should be in accord with the principles of academic freedom and due process. A related document is EA 003 993. (RA)

ED 061 608 EA 004 196

Lutz, Frank W. And Others

School Board Incumbent Defeat in Partisan Elections.

Pub Date 4 Apr 72

Note—12p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board Administrator Relationship, Board Candidates, *Boards of Education, Data Analysis, *Education, *Educational Research, Political Influences, *Politics, Speeches, *Superintendents

This speech presents the results of a study that examined whether a phenomenon previously observed in nonpartisan school board elections is also true of partisan school board elections. Previous studies had shown that school board incumbent defeat in nonpartisan elections is related to involuntary superintendent turnover. The study investigated that relationship in partisan elections. One hundred and eighty-one Pennsylvania dis-

tricts where board members are elected as Republicans or as Democrats were studied and data were subjected to chi-square analysis. Five hypotheses were tested to determine if the partisan phenomenon changed this relationship. Based on these data, partisanship did not change this political process in the politics of local school districts. (Author/JF)

ED 061 609 EA 004 197

Keye, Bernard W.

The Superintendent and His Chief Personnel Administrators: Putting It All Together.

Pub Date Feb 71

Note—22p.; Paper presented at American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrative Policy, Administrative Principles, *Administrator Responsibility, Administrator Role, *Guidelines, *Personnel Directors, *Personnel Management, Personnel Needs, Personnel Policy, Speeches, *Superintendents

This speech discusses the role of the chief personnel administrator, describes challenges that these administrators faced in the 60s, and outlines principles under which the personnel function should operate. Fifteen principles are considered by the author to delineate the responsibilities of chief school administrators and to provide the necessary ingredients for the efficient and productive operation of a school system. The responsibilities of the education board and the superintendent are also indicated. A related document is EA 004 198. (JF)

ED 061 610 EA 004 198

Whitmer, Dana P.

The Superintendent and His Chief Personnel Administrators: Putting It All Together.

Pub Date Feb 72

Note—10p.; Speech given before American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrative Policy, *Administrator Guides, *Administrator Responsibility, Administrator Role, Board of Education Policy, *Personnel Directors, Personnel Management, Personnel Needs, *Personnel Policy, Speeches, *Superintendents

This speech discusses the roles of the superintendent and the chief personnel administrator. The author describes and then applies these roles to (1) employment and placement, (2) evaluation and followup, (3) collective bargaining, and (4) administrative leadership development. The author stresses the importance of the superintendent and the chief personnel administrator working together as a team. A related document is EA 004 197. (JF)

ED 061 611 EA 004 199

Redfern, George B.

School Management: Administrator Union or Management Team?

Pub Date 14 Feb 72

Note—13p.; Paper presented at American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Guides, Boards of Education, *Collective Negotiation, Court Cases, *Educational Administration, Management, Principals, Professional Associations, School Law, Speeches, Superintendents, *Team Administration, *Unions

This speech discusses conditions that cause middle management personnel to join unions, describes how school boards may alleviate these conditions, presents precedents being established to legitimize the formation of separate bargaining units for administrators, and discusses the management team as an alternative for management bargaining units. The author suggests that to make teams effective, top level administrators should (1) pay attention to the environmental factor—the physical quarters in which the team works; (2) strive to generate job excitement; (3) make performance evaluation more effective; and (4) consider the use of discipline. The speech

also discusses future developments in the field of collective negotiations for school personnel. (JF)

ED 061 612 EA 004 200

Dubel, Robert Y.

Collective Negotiations: "Why Didn't Someone Tell Me?"

Pub Date 15 Feb 72

Note—10p.; Paper presented at American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Principles, Administrator Guides, *Collective Negotiation, *Negotiation Agreements, Negotiation Impasses, Speeches, *Teacher Associations, Teacher Militancy, *Teacher Strikes

This speech presents a brief history of public sector collective negotiations and compares collective negotiation to private sector bargaining. The author points out that, unlike private collective bargaining, the public association or union cannot put the employer out of business; therefore, a strike or a strike threat is no longer a viable weapon in the arsenal of the teachers' association. The author suggests that school boards adopt a policy of "modified Boulwarism"—based on the negotiating tactics of a General Electric vice president in the 1940s. Under such a plan, a school board would present the teachers' association with a carefully considered and researched offer that fell within the goals of the school system. The school board would consequently make very few changes at the bargaining table unless the association, on the basis of research, could show that the offer was inadequate or undesirable in any aspect. According to the author, this method precludes unseemly gamesmanship in which both sides make many demands and charge each other with irresponsibilities. (Author/JF)

ED 061 613 EA 004 201

Thomas, Charles R.

"Unique Problems Confronting Black School Administrators."

Pub Date Feb 72

Note—5p.; Speech given before American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Problems, Negro Attitudes, *Negro Leadership, Negro Role, Principals, Program Administration, Race Influences, Racial Recognition, *School Community Relationship, Speeches, *Student School Relationship, *Teacher Administrator Relationship

Identifiers—Black Administrators

In this speech, a black, former principal describes the unique problems facing black school administrators. The author states that his most important task was to establish and maintain credibility in the profession and in the community. He discusses (1) his relations with the staff, (2) his relations with students, (3) his role in school community relations, and (4) his role as an educational leader. He notes that his challenge was to pull the essential elements of the educational program together into something of high quality and at the same time to affirm blackness while not degrading whiteness. (Author/JF)

ED 061 614 24 EA 004 204

Sprouse, W. Warren

A Study of the Relations of Education in the Arts to General Academic Achievement by Secondary and College Students. Final Report.

Virginia Univ., Charlottesville.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-C-018

Pub Date Jul 71

Grant—OEG-3-8-080018-022(010)

Note—364p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Academic Achievement, *College Students, Curriculum Research, Dramatics, Educational Research, *Enrollment Trends, Grade Point Average, Intellectual Disciplines, Longitudinal Studies, Multiple Regression Analysis, Music Education, *Secondary School Students, Student Characteristics, Units of Study (Subject Fields)

Identifiers—*Arts Education

In this study, data from the records of 944 college preparatory high school graduates were collected. In a follow up study of 364 of the graduates, students with high enrollments in the arts (art, music, and drama) were compared with other students on the basis of achievement in high school academic subjects, enrollments in college arts courses, and college grade point average. Multiple linear regression analyses were used to determine the effects of high enrollment in each of the high school subject areas on grade point averages in college academic subjects. In addition, the number and distribution of high school academic subject units earned by the sample students were compared with the entrance requirements of 200 colleges and universities to determine if study school students could enroll in more arts subjects and still meet the specific subject requirements of colleges with selective admission policies. Results showed that with I.Q. and sex variables controlled, enrollment level in high school arts subjects had no significant effect on either high school or college grade point averages in academic subjects. Students with high arts enrollments in secondary school had higher arts enrollments in college; high enrollment in the arts neither aided nor penalized students in academic subject area achievement. (Author/RA)

ED 061 615 EA 004 205

Jenkins, William A. Lehman, Greg O.
PPBS and Its Implications for You.

Pub Date Sep 71

Note—Sp.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Citizen Participation, Educational Administration, Educational Innovation, Educational Objectives, *Management, Planning, Principals, *Program Budgeting, Programming, Superintendent Role, *Systems Approach, Teacher Responsibility Identifiers—*Planning Programming Budgeting Systems, PPBS

The implementation of a planning-programming-budgeting system (PPBS) of educational management has implications for teachers, legislators, and taxpayers, as well as for administrators. Teachers have a major responsibility for instructional improvement that can be accomplished by their writing behavioral objectives and planning instructional methods. Principals must coordinate the educational program as it relates to their buildings or facilities; the superintendent has supreme leadership over the entire PPB system. Legislators must become accustomed to program budgeting and move away from line item budgeting; and taxpayers, if accorded greater involvement in the budget process, could communicate more openly with administrators. (RA)

ED 061 616 EA 004 206

Kraft, Richard H. P.
Implementing Cost-Benefit Research in Education.

Pub Date Apr 72

Note—26p.; Paper presented at American Educational Research Association Annual Meeting.

(57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Decision Making, Economic Development, *Educational Economics, Educational Planning, *Educational Research, Foreign Countries, Investment, *Manpower Needs, *Middle Schools, Speeches Identifiers—Korea

Investment in education is as important to economic development as investment in physical capital. A cost-benefit analysis of education in Korea indicated that the rate of return for middle school education (20.0 percent) is significantly higher than that for high school (11.2 percent) and for college and university graduates (9.5 percent). There are important implications in this and other economic and manpower considerations for governmental and educational decision-makers in Korea. Based on economic criteria, it is concluded that the expansion of middle schools should be given high priority. Social and humane arguments support this contention. (Author)

ED 061 617 EA 004 207

Schmuck, Richard A. Runkel, Philip J.
Integrating Organizational Specialists into School Districts.

Pub Date Oct 71

Note—47p.; Paper presented at National Training Laboratories Invitational Conference on New Technology in Organizational Development. (New York, N.Y., October 8-9, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Case Studies, *Change Agents, Educational Change, Educational Innovation, Educational Philosophy, *Group Dynamics, Organization, *Organizational Change, *Organizational Climate, *School Districts, Systems Analysis

In this paper, the authors describe (1) the role of the organizational specialist in trying to establish and maintain vertical and horizontal lines of communication in organizations; (2) two case studies of organizational development (Kent and Eugene); (3) the values of creativity, work, and sharing that guide the authors; (4) the general systems and group dynamics theories that provide a framework for organization self-renewal; (5) the use of the theory to establish a subsystem for organizational change; (6) a recommended sequence for integrating organizational specialists into school districts; and (7) helps and hindrances in establishing teams of organizational specialists, drawn from experience. (RA)

ED 061 618 EA 004 208

Merritt, Daniel L. And Others
The Effects of Various Attitude Congruence Conditions on Teacher Selection Decisions.

Pub Date Apr 72

Note—17p.; Paper presented at American Educational Research Association Annual Meeting. (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Attitudes, *Decision Making, Educational Administration, Educational Research, Interpersonal Relationship, Personnel Management, Personnel Selection, Speeches, *Teacher Administrator Relationship, *Teacher Attitudes, Teacher Education, Teacher Recruitment, *Teacher Selection

This study focused on the relationships between attitude congruence and the selector's decisions about teacher candidates. Selectors rated a teacher applicant as part of a simulated teacher selection situation. Applicants were represented by written information in which the proportion of attitude congruence with the selector and the relevance of the attitudes to the vacancy were varied. The data indicated that the selector's decisions about teacher candidates are influenced by the proportion of congruent attitudes rather than by the relevance of the attitudes to the position vacancy. The implications of the findings for teacher preparation programs and teacher recruitment are discussed. (Author)

ED 061 619 EA 004 209

Hutchison, Charles W. L.
Classified School Employees: Factors Influencing Their Attitudes Toward Work. Research Development Service Bulletin.

Oregon School Study Council, Eugene.

Report No—Vol-15-8

Pub Date Apr 72

Note—30p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97401 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Administration, Educational Policy, Employee Attitudes, *Employer Employee Relationship, Interpersonal Relationship, *Job Satisfaction, Literature Reviews, Motivation, *Nonprofessional Personnel, *Personnel Management, Supervision, *Work Attitudes, Work Environment

The author examines popular and research literature related to the factors and practices that influence the attitudes of classified school employees toward their work, their work environment, and the people with whom they interact. Specific topics covered are (1) factors for improving worker motivation and morale; (2) satisfaction with the work activities; (3) worker reactions to authority and supervisory activities; (4) employee attitudes toward school district policies and administrative plans including performance evaluation, salary and fringe benefit plans, and communications; and (5) employee relations with other persons, especially with their fellow members in employee organizations. (RA)

ED 061 620 24 EA 004 223

Thomas, Thomas C. McKinney, Dorothy
Accountability in Education. A Research Memorandum.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—RM-EPRC-6747-15

Bureau No—BR-7-1013

Pub Date Jan 72

Contract—OEC-1-7-071013-4274

Note—80p.; Includes appendix: Comparison of Historical and Contemporary Movements for Accountability, by Paul Chapman

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Collective Negotiation, Differentiated Staffs, *Educational Accountability, *Educational Research, *Education Vouchers, Evaluation, *Incentive Systems, *Performance Contracts, Planning, Principals, Programming, Teachers, Testing

This working paper treats research progress on educational accountability. The document first defines accountability and provides its historical background, gives some reasons for its current popularity, and establishes its relationship to the society that engendered it. Next, the paper focuses on the two major issues in accountability — (1) its tools and techniques and (2) the way in which they are combined and put to work. Within the framework of the first issue, there is discussion of testing and evaluation incentives, collective bargaining, and institutional competitiveness. Scapegoating and the question of local control versus national standardization are taken up under the second issue. The document concludes with a discussion of various plans to implement accountability, such as incentive pay for teachers, performance contracting, program planning and budgeting systems, educational vouchers, and alternative schools within the public school system. (Author/JF) CH

ED 061 621 24 EA 004 224

Dahnke, Harold L. And Others
Higher Education Facilities Planning and Management Manuals, Nos. 1-7. Revised.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Western Interstate Commission for Higher Education, Boulder Colo. Planning and Management Systems Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-17-1-7

Bureau No—BR-9-0167

Pub Date May 71

Grant—OEG-0-9-150167-4534(010)

Note—571p.

Available from—Publications Unit, National Center for Higher Education Management Systems, WICHE, P.O. Drawer P, Boulder, Colorado 80302 (\$7.50)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Administrator Guides, Campus Planning, Evaluation Criteria, Facility Guidelines, Facility Requirements, *Higher Education, *Management, *Manuals, *Planning (Facilities), Space Utilization

This document comprises seven manuals that update and supersede a field review edition previously cited under ED 057 751. The first manual, an overview of the complete set, discusses the facilities planning cycle and the possible effects of currently changing instruction techniques on the facilities planning processes. The next four manuals present procedures for evaluating and projecting various space type requirements: manual 2—the techniques for evaluating the capacities of and projecting the requirements for classroom and class laboratory facilities; manual 3—some similar procedures for office and research facilities; manual 4—the procedures to determine academic support facility needs (i.e., library, audiovisual, exhibition, and computer facilities); and manual 5—other major types of general support facilities (i.e., athletic/physical education, recreation, lounge, residential, dining halls, and student health facilities). Manual 6 describes the detailed program planning and analysis procedures that yield the inputs for the facilities planning process and proposes systemwide facilities planning criteria appropriate for state-wide or system-level output evaluation. Manual 7 contains the glossary, a bibliography, an index, and the table of contents for each manual. (Author)

ED 061 622 24 EA 004 225
Dahnke, Harold L. And Others

Higher Education Facilities Planning and Management: An Overview. Higher Education Facilities Planning and Management Manual One. Revised.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Western Interstate Commission for Higher Education, Boulder Colo. Planning and Management Systems Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-17-1

Bureau No.—BR-9-0167

Pub Date May 71

Grant—OEG-0-9-150167-4534(010)

Note—43p.

Available from—Complete document (EA 004 224) only: Publications Unit, National Center for Higher Education Management Systems, WICHE, P. O. Drawer P, Boulder, Colorado 80302 (\$7.50)

Document Not Available from EDRS.

Descriptors—Curriculum Development, Facility Requirements, *Higher Education, Institutional Research, *Management, *Manuals, *Organization, *Planning (Facilities), Program Planning, Research Methodology, Site Development, Space Utilization, Teaching Methods

This manual presents an overview of the complete set, an introductory discussion of the facilities planning cycle, and an essay on the possible effects of currently changing instruction techniques on the facilities planning processes. The manual is designed to provide the reader with an overview of the techniques and methods that are presented in the ensuing documents. (For related documents, see EA 004 224.) (Author)

ED 061 623 24 EA 004 226
Dahnke, Harold L. And Others

Classroom and Class Laboratory Facilities. Higher Education Facilities Planning and Management Manual Two. Revised.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Western Interstate Commission for Higher Education, Boulder Colo. Planning and Management Systems Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-17-2

Bureau No.—BR-9-0167

Pub Date May 71

Grant—OEG-0-9-150167-4534(010)

Note—158p.

Available from—Complete document (EA 004 224) only: Publications Unit, National Center for Higher Education Management Systems, WICHE, P. O. Drawer P, Boulder, Colorado 80302 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Classrooms, Class Size, Enrollment Projections, Evaluation Criteria, Facility Requirements, *Higher Education, *Laboratories, *Manuals, *Measurement Techniques, *Planning (Facilities), Space Utilization

Identifiers—SC, SOR, Station Count, Station Occupancy Ratio, Station Utilization Rate, SUR
 This manual contains procedures for evaluating and projecting the requirements for classroom and class laboratory facilities. Some of the limitations of typical utilization studies are discussed, suggestions made for their improvement, and basic factors related to the establishment of utilization criteria are presented. (For related documents, see EA 004 224.) (Author)

ED 061 624 24 EA 004 227
Dahnke, Harold L. And Others

Office and Research Facilities. Higher Education Facilities Planning and Management Manual Three. Revised.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Western Interstate Commission for Higher Education, Boulder Colo. Planning and Management Systems Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-17-3

Bureau No.—BR-9-0167

Pub Date May 71

Grant—OEG-0-9-150167-4534(010)
 Note—90p.

Available from—Complete document (EA 004 224) only: Publications Unit, National Center for Higher Education Management Systems, WICHE, P. O. Drawer P, Boulder, Colorado 80302 (\$7.50)

Document Not Available from EDRS.

Descriptors—Evaluation Criteria, Facility Requirements, *Graduate Study, *Higher Education, Laboratories, Manuals, Measurement Techniques, *Offices (Facilities), *Planning (Facilities), *Research and Development Centers

Identifiers—Conference Facilities, Research and Graduate Training Facilities

This manual describes the techniques for evaluating the capacities of and projecting the requirements for office and research facilities. The procedures and techniques presented and illustrated constitute the core of a valid process to which must be added the unique elements of the institution or agency putting them to use. (For related documents, see EA 004 224.) (Author)

ED 061 625 24 EA 004 228
Dahnke, Harold L. And Others

Academic Support Facilities. Higher Education Facilities Planning and Management Manual Four. Revised.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-17-4

Bureau No.—BR-9-0167

Pub Date May 71

Grant—OEG-0-9-150167-4534(010)

Note—74p.

Available from—Complete document (EA 004 224) only: Publications Unit, National Center for Higher Education Management Systems, WICHE, P. O. Drawer P, Boulder, Colorado 80302 (\$7.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Centers, Computer Based Laboratories, Evaluation Criteria, Facility Requirements, *Higher Education, Instructional Media, Library Collections, *Library Facilities, *Library Services, Manuals, Measurement Techniques, Museums, Physical Design Needs, *Planning (Facilities)

Identifiers—*Academic Support Facilities

This manual analyzes procedures for determining needs for academic support facilities (i.e., library, audio/visual, exhibition, and computer facilities). In general, these facilities house programs that have similar objectives and purposes; acquisition, preservation, maintenance, transformation, retrieval, interpretation, and display of recorded knowledge and information. (For related documents, see EA 004 224.) (Author)

ED 061 626 24 EA 004 229
Dahnke, Harold L. And Others

General Support Facilities. Higher Education Facilities Planning and Management Manual Five. Revised.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Western Interstate Commission for Higher Education, Boulder Colo. Planning and Management Systems Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-17-5

Bureau No.—BR-9-0167

Pub Date May 71

Grant—OEG-0-9-150167-4534(010)

Note—68p.

Available from—Complete document (EA 004 224) only: Publications Unit, National Center for Higher Education Management Systems, WICHE, P. O. Drawer P, Boulder, Colorado 80302 (\$7.50)

Document Not Available from EDRS.

Descriptors—College Housing, Dining Facilities, Evaluation Criteria, Facility Requirements, Health Facilities, *Higher Education, Manuals, Measurement Techniques, *Physical Design Needs, Physical Education Facilities, *Planning (Facilities), School Maintenance, Student Unions

Identifiers—*General Support Facilities, Student Services Facilities

This manual analyzes techniques and procedures for determining needs for major types of general support facilities (i.e., athletic/physical education facilities, recreation facilities, lounges, residential facilities, dining halls, and student health facilities.) In general, these facilities reflect an institution's method of providing for "creature comforts" and the whole range of the students' nonacademic institutional life. (For related documents, see EA 004 224.) (Author)

ED 061 627 24 EA 004 230
Dahnke, Harold L. And Others

Program Planning and Analysis: The Basis for Institutional and Systemwide Facilities Planning. Higher Education Facilities Planning and Management Manual Six. Revised.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Western Interstate Commission for Higher Education, Boulder Colo. Planning and Management Systems Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-17-6

Bureau No.—BR-9-0167

Pub Date May 71

Grant—OEG-0-9-150167-4534(010)

Note—95p.

Available from—Complete document (EA 004 224) only: Publications Unit, National Center for Higher Education Management Systems, WICHE, P. O. Drawer P, Boulder, Colorado 80302 (\$7.50)

Document Not Available from EDRS.

Descriptors—College Planning, Evaluation Criteria, Facility Requirements, *Higher Education, Interinstitutional Cooperation, Manuals, Measurement Techniques, *Planning (Facilities), *Program Evaluation, *Program Planning, Staff Utilization, *Statewide Planning, Teaching Load

This manual contains a description of the detailed program planning and analysis procedures that yield the inputs for the facilities planning process. Also included is a proposal for systemwide facilities planning criteria appropriate for statewide or system-level evaluation of the outputs of institutional facilities planning systems. (For related documents, see EA 004 224.) (Author)

ED 061 628 24 EA 004 231
Dahnke, Harold L. And Others

Reference Guide. Higher Education Facilities Planning and Management Manual Seven. Revised.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Western Interstate Commission for Higher Education, Boulder Colo. Planning and Management Systems Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-17-7

Bureau No.—BR-9-0167

Pub Date May 71

Grant—OEG-0-9-150167-4534(010)

Note—42p.

Available from—Complete document (EA 004 224) only: Publications Unit, National Center for Higher Education Management Systems, WICHE, P. O. Drawer P, Boulder, Colorado 80302 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Glossaries, *Higher Education, *Indexes (Locators), Manuals, *Planning (Facilities), *Reference Materials

This manual contains the general reference material pertinent to the complete set of manuals: glossary, bibliography, index, and table of contents for all seven documents. (For related documents, see EA 004 224.) (Author)

ED 061 629 24 EA 004 234
Levin, Henry M.

Frontier Functions: An Econometric Approach to the Evaluation of Educational Effectiveness.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—RD-Memo-80

Bureau No.—BR-5-0252

Pub Date Nov 71

Contract—OEC-6-10-078

Note—29p., Paper originally prepared for Psychometric Society Annual Meeting. (St. Louis, April 8, 1971.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Economically Disadvantaged, Educational Administration, *Educational Economics, *Effective Teaching, *Evaluation, Input Output Analysis, *Mathematical Models, Program Effectiveness, Urban Areas

Aimed at federal, state, and local educational administrators; educational researchers familiar with cost-benefit analysis and econometrics; and economists interested in problems of educational finance, this study explores the applicability of an econometric model of evaluation to the efficiency of schools. The emphasis is on assessing school input-output relations that appear to be maximizing educational outcomes. The standard constrained-maximum model is formulated for the schools where output is reflected by a verbal achievement measure; inputs are composed of student characteristics, personnel attributes, facilities, and organizational variables. The model is applied to a sample of white 6th graders attending schools in a large, eastern city during 1965-66. However, the model also carries strong implications for those dealing with the problems of inner-city and low-income area schools. One of the major implications of the findings is that evaluation results for any group of schools may not be generalizable to any particular school in the sample. The possibility of constructing efficiency rankings for schools to find out which ones are obtaining the largest outputs for their resource is also explored. (Author)

ED 061 630 24 EA 004 235

Woodrings, Paul, Ed.

Educational Personnel Development: Challenge of the Seventies. Report of a Conference for Chief State School Officers. (Palo Alto, California, July 30-August 7, 1970.)

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Bureau No—BR-5-0252

Pub Date 70

Contract—OEC-6-10-078

Grant—OEG-0-9-146003-2450-725

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Compensatory Education, Conferences, *Curriculum Development, Disadvantaged Youth, *Educational Accountability, Educational Administration, Instructional Improvement, Performance Contracts, *School Personnel, *Staff Improvement, State Officials, Teacher Improvement, Teaching Quality

This report summarizes the formal presentations and panel discussions of a conference on the current problems of educational personnel development. Chief education officers from 27 States attended the conference, as well as representatives from the U.S. Office of Education. Summaries of the 13 separate sessions are presented topically under (1) the administrator's role in school improvement, (2) accountability and performance contracting, (3) compensatory education for the disadvantaged, (4) getting and holding better teachers, and (5) curricular reform and improved instructional techniques. (RA)

ED 061 631 EA 004 236

Ray, H. W. And Others

The Office of Economic Opportunity Experiment in Educational Performance Contracting. Final Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 14 Mar 72

Note—298p.; For additional information, see EA 004 259 (Battelle Interim Report) and EA 004 260 (Education Turnkey Systems Final Report)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Academic Achievement, *Achievement Gains, Educational Change, *Educational Experiments, *Educational Research, Improvement Programs, Individualized Instruction, Mathematics Instruction, Mea-

surement, *Performance Contracts, Reading Instruction, Skill Development, Spanish Speaking, Standardized Tests, Teaching Methods, Testing, Test Results

This report represents an integration of analysis results in an interim report with those from additional analyses performed since. It is divided into (1) description of the experiment in which the goal is outlined; (2) description of the technology company programs, an overview of personnel, curriculum and materials, and incentive systems; (3) description of the target population which provides variables of socioeconomic status; (4) criteria employed for the selection of achievement tests used and a description of tests selected; (5) design and procedures used to administer selected tests and a summary of conditions for both pre- and post testing; (6) the data-analysis method used for the analysis of student achievement test data and the rationale for the analysis method employed; (7) results and conclusions: technology company sites; and (8) results and conclusions: incentive only sites. Findings reveal little evidence that the performance contracting experiments at technology company sites or those at incentives only sites had beneficial effects on the reading or mathematics achievement of participating students as measured by a standardized achievement test. Several appendixes provide basic statistical data for readers to examine and analyze. A related document is EA 004 144. (Author/JF)

ED 061 632

EA 004 237

Kim, Yungbo

Distar Instructional System.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No—AIR-21900-1-72-TR-14; PDR-14

Pub Date Jan 72

Contract—OEC-0-70-4892

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), Diffusion, *Instructional Materials, Instructional Programs, *Instructional Systems, Language Instruction, *Material Development, Mathematics Instruction, Programed Instruction, *Programed Materials, Programed Tests, Reading Instruction, Summative Evaluation

Identifiers—*DISTAR

This document reports the origins and development of the DISTAR system of instruction. DISTAR is a set of programed instructional materials for teaching reading, language, and arithmetic basic concepts and skills that children need for success in school. The report describes (1) the key ideas of the personnel involved in creating the system, (2) the original versions of and the modifications to the product, (3) the diffusion strategies and the resulting product adoption, (4) some of the crucial decisions made during the product's life, and (5) its future as an academic boost for disadvantaged children. One section includes evaluations of DISTAR and comparisons of this program with other instructional programs. (RA)

ED 061 633

24

EA 004 238

Crain, Robert L. And Others

Causes and Effects of School Board Recruitment Patterns. Final Report. Revised.

Johns Hopkins Univ., Baltimore, Md. Dept. of Social Relations.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-C-062

Pub Date Feb 72

Grant—OEG-3-70-006(010)

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Black Community, Board Administrator Relationship, Board Candidates, *Board of Education Policy, Board of Education Role, Boards of Education, Conflict Resolution, Educational Research, Elections, *Negro Leadership, *Political Influences, Politics, *Recruitment, *School Integration, Superintendents

Identifiers—Appointive Positions, Elected Positions

This project is a study of school board selection processes in 93 northern cities using the NORC "Permanent Community Sample." This

report is concerned with the effects of the appointment of school board members as opposed to electing them either in competitive or noncompetitive elections. In general, researchers found that appointed school boards are heavily represented in northeastern United States, tend to have a more black representation, are more likely to be nonpolitical members of the local elite, are more concerned with school policy and more active in the schools, tend to have more conflict with their superintendents, and are less active in lobbying with other political officials for school support. In addition, appointed school boards are more likely to be desegregated in large cities with large black populations, elected school boards more likely to be desegregated in small cities with small black populations, and appointed school board members seem more realistic in their perception of the difficulty of improving schools and the necessity for learning to live with conflict about school affairs. Also included is a discussion of why elected school boards are more likely to desegregate in small cities and appointed school boards are more likely to desegregate in large cities. (Author)

ED 061 634 24 EA 004 239

Sandow, Stuart A.

Educational Policy Formulation: Planning with the Focus Delphi and the Cross-Purpose Matrix. A Research Report.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—EPRC-RR-9

Bureau No—BR-7-0996

Pub Date Feb 72

Contract—OEC-1-7-070996-4253

Note—65p.

Available from—Syracuse University Research Corporation, Merrill Lane, University Heights, Syracuse, New York 13210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, Educational Policy, Information Seeking, Interests, *Objectives, *Planning, *Policy Formation, *Public Policy, *Research Tools

This report discusses two existing devices for social policy formulation, details their current shortcomings, and reports on modifications designed to improve them as tools for policymakers and institutional planners. The two tools are Delphi -- with its modification, Focus Delphi -- and Cross-Impact Matrix -- with its modification, the Cross-Purpose Matrix. The Focus Delphi is a tool to help planners identify existing consensus and dissensus among various groups in society. The process systematically collects perceptions of interested publics and keeps separated their responses about the goals and needs under examination. The Cross-Purpose Matrix brings the proposed strategies of the several goal advocates into the open to aid priority assessment. This process arrays the competing goals in a matrix and forces an examination of the relative value of each with reference to all others. Related documents are EA 004 240 and EA 004 241. (RA)

ED 061 635 24 EA 004 240

Folk, Michael

A Critical Look at the Cross Impact Matrix Method. A Research Report.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—EPRC-RR-5

Bureau No—BR-7-0996

Pub Date Aug 71

Contract—OEC-1-7-070996-4253

Note—59p.

Available from—Syracuse University Research Corporation, Merrill Lane, University Heights, Syracuse, New York 13210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, Educational Policy, Mathematical Models, Planning, *Policy Formation, *Prediction, Public Policy, *Research Methodology, *Research Tools, Simulation

This paper explains some of the problems with, and their importance to the application of, the Cross-Impact Matrix (CIM). The CIM is a

research method designed to serve as a heuristic device to enhance a person's ability to think about the future and as an analytical device to be used by planners to help in actually forecasting future occurrences. The author makes no judgment about CIM's usefulness as a heuristic device; but he does fault it as an analytical methodology. He partitions the analytical problems into two categories: (1) theoretical - including questions about underlying assumptions of the model, the meaning of inputs, the ability of experts to perceive accurately, and the ability of mathematics to handle the inputs; and (2) practical - including invalid mathematical formulae and questionable use of simulation techniques. Related documents are EA 004 239 and EA 004 241. (Author/RA)

ED 061 636 24 EA 004 241

Weaver, W. Timothy
Delphi, A Critical Review. A Research Report.
Syracuse Univ. Research Corp., N.Y. Educational
Policy Research Center.

Spons Agency—National Center for Educational
Research and Development (DHEW/OE),
Washington, D.C.

Report No.—EPRC-RR-7

Bureau No.—BR-7-0996

Pub Date Feb 72

Contract—OEC-1-7-070996-4253

Note—67p.

Available from—Syracuse University Research
Corporation, Merrill Lane, University Heights,
Syracuse, New York 13210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making Skills, Educational
Policy, Educational Research, Feedback,
Group Dynamics, Literature Reviews, Policy
Formation, *Prediction, Public Policy,
*Questioning Techniques, *Research
Methodology, *Research Tools, Teaching
Techniques

Identifiers—*Delphi Technique

The Delphi technique is a questionnaire
method for organizing and shaping opinion
through feedback. Although Delphi was originally
intended as a tool for scientific and technological
forecasting, its more promising educational
application appears to be as (1) a method for studying
the process of thinking about the future, (2) a
pedagogical or teaching tool that forces people to
think about the future in a more complex way
than they would ordinarily, and (3) a planning
tool that could aid in probing priorities held by
members and constituencies of an organization.
Related documents are EA 004 239 and EA 004
240. (Author/RA)

ED 061 637 EA 004 245

Curriculum Materials, 1972. ASCD Exhibit of
Curriculum Materials at Association for Super-
vision and Curriculum Development Annual
Conference (27th, Philadelphia, Pennsylvania,
March 5-8, 1972).

Association for Supervision and Curriculum
Development, Washington, D.C.

Pub Date 72

Note—62p.

Available from—Association for Supervision and
Curriculum Development, NEA Box 5, 1201
Sixteenth Street, N.W., Washington, D.C.
20036 (Stock Number 611-17854, \$2.00)

**EDRS Price MF-\$0.65 HC Not Available from
EDRS.**

Descriptors—African American Studies,
*Bibliographies, *Curriculum Development,
Drug Education, Ecology, Elementary School
Curriculum, Guidance Services, High School
Curriculum, *Individualized Curriculum, In-
structional Innovation, *Instructional Materials,
Mass Media, Special Education, *Units of
Study (Subject Fields)

This bibliography of over 1000 items contains
sections on general curriculum development and
materials, and on the subject areas traditionally
found in public schools. Emphasis is placed
throughout all categories on personalized curricu-
lum materials with sharpest focus on materials for
drug education, black studies, family living, and
ecology. Other sections include special education,
media, and guidance-counseling. (RA)

ED 061 638 EA 004 246

Verbeke, Maurice G. Cohen, Stanley R.

Ed. D. In Educational Administration. Revised.

Pub Date 4 Feb 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Education, Course
Descriptions, *Curriculum Planning, *Degree
Requirements, *Doctoral Programs, *Educa-
tional Administration, Educational Programs,
Graduate Study, Professional Training, *Pro-
gram Proposals, School Administration
Identifiers—Glassboro State College, New Jersey

This document is the program proposal for a
graduate level course of study leading to the Doc-
tor of Education degree in Educational Adminis-
tration at Glassboro State College in Glassboro,
New Jersey. The needs, assumptions, and objec-
tives of this program are reported, as well as the
admission and degree requirements. A listing of
available courses is also given. (RA)

ED 061 639 EA 004 247

Radnor, Michael Coughlan, Robert

A Training and Development Program for Ad-
ministrative Change in School Systems.

Pub Date 7 Apr 72

Note—26p.; Paper presented at American Educa-
tional Research Association Annual Meeting
(57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Change, Administra-
tor Role, *Change Agents, Educational Ad-
ministration, Educational Change, Educational
Programs, Educational Research, *Manage-
ment Development, *Management Education,
Organization, *Organizational Change, *Pro-
gram Descriptions, Speeches

This speech gives a brief picture of the charac-
teristics and components of a program to change
and improve administration in educational or-
ganizations. This program affects administrative
change by providing participants with specific
training for their change agent roles and by con-
centrating on the school system from which the
participants come - to develop the support and
receptivity for new perspectives that change
agents bring to a system. This program differs
from similar programs in its multifaceted ap-
proach. Not only does the program provide train-
ing in technologies of administration and
methodologies of organizational change, but also
addresses itself to the issues of the institutional
environment of the change program. (RA)

ED 061 640 EA 004 248

Coughlan, Robert J. Zaltman, Gerald

Implementing the Change Team Concept.

Pub Date 7 Apr 72

Note—36p.; Paper presented at American Educa-
tional Research Association Annual Meeting
(57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Educational
Change, Educational Research, Group Dynam-
ics, *Innovation, *Management Education,
*Organizational Change, Planning, Recruit-
ment, School Organization, Speeches, *Team
Training, Teamwork

This paper focuses on variables to be con-
sidered in implementing the team approach to
planned change in educational organizations. The
first part deals with team considerations -
recruitment and selection, composition, training,
and future roles of members in the client system.
The second section presents various strategies
and tactics for institutionalizing the change agent
team as an integral part of school system opera-
tions. A related document is EA 004 247.
(Author)

ED 061 641 EA 004 249

Cooke, Robert A. Zaltman, Gerald

Change Agents and Social System Change.

Pub Date 7 Apr 72

Note—39p.; Paper presented at American Educa-
tional Research Association Annual Meeting
(57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Change
Agents, *Diffusion, Educational Change, Edu-
cational Innovation, Educational Research,
Group Dynamics, Innovation, Interpersonal
Relationship, *Interprofessional Relationship,
Organization, *Organizational Change, Social
Change, *Social Systems, Speeches

Change in social systems is often stimulated by
individuals or groups of individuals who effective-
ly link practice institutions, such as school
systems, with knowledge producing organizations,
i.e., universities. As basic research is developed
and applied to practical problems, these in-
dividuals act to communicate this knowledge to
those who may need it. In some cases, these

change agents may also assist potential adopters
in the installation of the new idea in their system.
This paper investigates certain aspects of the re-
lationship between these change agents and poten-
tial adopters. The paper focuses on educational
change agents and practitioners in school
systems, particularly as they interact to bring
about improvements in the functioning and effec-
tiveness of educational organizations. The discus-
sion of the change agent-practitioner relationship
is prefaced by an overview of some educational
diffusion concepts. (Author)

ED 061 642 EA 004 250

Duncan, Robert B.

Criteria for Type of Change-Agent in Changing
Educational Organizations.

Pub Date 7 Apr 72

Note—28p.; Paper presented at American Educa-
tional Research Association Annual Meeting
(57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Change, *Adminis-
trator Role, *Change Agents, *Educational
Change, Educational Research, Individual
Characteristics, Objectives, Organization, *Or-
ganizational Change, Speeches, *Task Analysis,
Teamwork

This paper discusses (1) the tasks of the
change agent, (2) the different dimensions of
choice the administrator has in specifying the
change agent role, and (3) the optimally specified
role. A change agent must establish a relationship
with a client system, diagnose the client system,
select the correct helping role, determine change
objectives, deal with resistance to change, and
maintain the changes. Within each of these tasks,
the administrator can choose a change agent
from inside or from outside his organization, can
select a single-person change agent or a team,
and can decide whether the change agent is
similar to members of the client system in at-
tributes or different with respect to certain traits.
The optimum change agent role employs the
team concept, uses both internal and external
personnel, and utilizes agents with greater
similarity to other members. (RA)

ED 061 643 EA 004 251

Chuang, Ying C.

Cost Considerations in Educational Analysis.

Pub Date Apr 72

Note—11p.; Paper presented at Operations
Research Society of America National Meeting
(41st, New Orleans, Louisiana, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Cost Effectiveness,
Costs, *Expenditures, Federal Programs, In-
vestment, Operations Research, Planning, *Pro-
gram Effectiveness, Program Evaluation, Pro-
gramming, Resource Allocations, Speeches,
*Systems Analysis

Identifiers—*Planning Programming Budgeting
Systems, PPBS

PPBS is a way to improve the methods used in
planning, programming, budgeting, and evaluating
Federal programs. Careful analysis of proposed
expenditures and investments are an explicit part
of the PPB system. The process of examining
various alternatives in order to assure efficient
and effective allocation of resources is known as
cost analysis. Cost analysis is concerned with in-
vestment decisions, both present and future. This
paper presents a concept of cost analysis by start-
ing with a very simple problem in three parts.
The basic theory of cost analysis is then ex-
plained. Finally, cost analysis is applied to an
educational problem. (Author)

ED 061 644 EA 004 252

Chuang, Ying C.

An Educational Planning System: Cost-Effective-
ness Approach.

Pub Date Apr 72

Note—11p.; Paper presented at Operations
Research Society of America National Meeting
(41st, New Orleans, Louisiana, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Cost Effectiveness,
*Decision Making, Educational Needs, Educa-
tional Objectives, *Educational Planning,
*Management Systems, Operations Research,
Program Evaluation, Program Planning,
Resource Allocations, Speeches, *Systems
Analysis

Under the present practices, the objectives and
activities of socially oriented projects have rarely

been specified with enough clarity and concreteness. Alternatives have been insufficiently presented for consideration by top management. In a number of cases, the future costs of present decisions have not been laid out systematically enough and system analysis has had too little effect on budget decisions. To help remedy these shortcomings, the cost-effectiveness planning system is being processed for possible use in educational communications. This paper presents and illustrates this system and some of the implications of implementing it. (Author)

ED 061 645 EA 004 259
Ray, H. W.

The Office of Economic Opportunity Experiment in Educational Performance Contracting. Interim Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-LN-1025

Pub Date 29 Jan 72

Note—164p.

Available from—National Technical Information Service, Springfield, Virginia 22151. (PB-206 793, MF \$3.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Gains, *Achievement Tests, Educational Change, *Educational Experiments, Educational Research, Improvement Programs, Individualized Instruction, Instruction, Mathematics, Measurement, *Performance Contracts, *Performance Criteria, Reading Instruction, *Socioeconomic Status, Teaching Methods, Testing, Test Results

This report summarizes the principal findings for the O.E.O. experiment in performance contracting. The report emphasizes major results and conclusions to date. It is divided into (1) description of the experiment, in which the goal is outlined; (2) description of the technology company programs, curriculum and materials, and overviews of personnel and the incentive systems; (3) description of the target population, which provides variables of socioeconomic status; (4) criteria employed for the selection of achievement tests used and a description of those selected; (5) design and procedures used to administer selected tests and a summary of conditions for both pre- and post-testing; (6) the data analysis method used for analyzing student achievement test data and the rationale for the analysis method employed; (7) results, conclusions, and associated qualifications concerning the impact of educational performance contracting on student achievement. Related documents are EA 004 114, EA 004 236, and EA 004 260. (Author)

ED 061 646 EA 004 260
Blaschke, Charles

Performance Incentive Remedial Education Experiment. Final Report.

Education Turnkey Systems, Inc., Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-LN-974

Pub Date 31 Aug 71

Note—236p.

Available from—National Technical Information Service, Springfield, Virginia 22151. (PB-202 830, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Cost Effectiveness, *Disadvantaged Groups, Disadvantaged Youth, Educational Experiments, Improvement Programs, Incentive Systems, Management, *Management Systems, Motivation, *Performance Contracts, *Program Planning, Rewards, Skill Development

This report summarizes the management support activities of Education Turnkey Systems, Inc. for the O.E.O. Performance Incentive Remedial Education Experiment. Included are sections on the implementation, the monitoring, and the implications of this experiment that tested performance contracting as a technique of instruction in public school education. The document focuses on the economic analysis of the experimental and control programs in the experiment. Student achievement data measured by the tests and analyzed by the Battelle Memorial Institute is included in their final report (EA 004 236). Re-

lated documents are EA 004 114, and EA 004 259. (Author)

ED 061 647 EA 004 268
Brimer, M. A. Pauli, L.

Wastage in Education: A World Problem. Studies and Surveys in Comparative Education Series.

International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—151p.

Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 (Order No. A.2927, \$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Academic Failure, *Comparative Education, *Developing Nations, Dropout Problems, *Dropout Research, Educational Accountability, Educational Objectives, *Educational Problems, Educational Retardation, Foreign Countries, Grade Repetition, Social Problems, Statistical Studies

This document explores the problem of educational wastage in elementary and secondary schools of United Nations member countries. Educational wastage exists in the (1) failure of a system to provide universal education, (2) failure to recruit children into the system, (3) failure to hold children within the system, (4) failure of the system to set appropriate objectives, and (5) inefficiency in the achievement of objectives. The discussion cites the social, economic, political, and educational factors contributing to educational inefficiency. The report lists 28 specific recommendations for reducing educational wastage and proposes additional research and expanded international cooperation. (RA)

ED 061 648 EA 004 269
Friedman, Burton D.

State Government and Education: Management in the State Education Agency.

Public Administration Service, Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—114p.

Available from—Public Administration Service, 1313 East 60th Street, Chicago, Illinois 60637 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Agencies, *Agency Role, Educational Administration, Educational Objectives, Federal State Relationship, *Management, *Management Development, Management Systems, Public Policy, Staff Improvement, *State Departments of Education, State Government, *State Officials, Systems Analysis

This document focuses on the State education agency and the requirements for its management within the statutory and policy limits of each State. The agency is primarily a public service agency designed to recognize and solve educational problems, to implement solutions, and to allocate available resources at the optimum level. Recent developments in systems thinking have instigated changes in public administration theory, and this report lists 12 management processes especially applicable to education agency management derived from those developments. These processes include anticipating futures, planning, programming, financing, budgeting, controlling, organizing, staffing, administering, evaluating, relationship building, and developing institutions. Depending on the needs of each State, three approaches to management improvement that may prove useful are (1) improving staff; (2) improving the management systems complex; and (3) improving and clarifying goals, priorities, and programs. (RA)

ED 061 649 EA 004 270
Friedman, Burton D. Dunbar, Laird J.

Grants Management in Education: Federal Impact on State Agencies.

Public Administration Service, Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Contract—OEC-0-70-4975

Note—148p.

Available from—Public Administration Service, 1313 East 60th Street, Chicago, Illinois 60637 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Principles, Educational Administration, Educational Finance, *Federal Aid, *Federal State Relationship, *Grants, *Management, Management Systems, Resource Allocations, State Departments of Education, State Federal Aid, State Government

This monograph examines the impact of grants management on State education from the perspectives of public administration, public finance, governmental accounting and auditing, and intergovernmental relations. Chapter I depicts the context within which OE grants management takes place. Chapter II describes existing grants management practices and devices, and contains a limited critique thereof. Chapter III describes the State education agency, its place within a statewide educational system, and the impact that USOE grants management has on State education agency management. The final chapter reconsiders what exists, redefines grants management, and makes recommendations for its reconstitution. (RA)

ED 061 650 EA 004 271
Morishima, James K., Ed.

An Annotated Bibliography of Institutional Research 1970-1971.

Association for Institutional Research.

Pub Date 71

Note—56p.

Available from—Dr. Clifford T. Stewart, Association for Institutional Research, Harper 104, Claremont University Center, Claremont, California 91711 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Annotated Bibliographies, Bibliographies, College Environment, *Curriculum Research, *Educational Administration, Educational Objectives, Faculty, *Institutional Research, Instruction, Planning, Recruitment, Space Utilization, *Student Characteristics

This document contains 183 annotated bibliographic citations. The entries are divided into goals and longrange planning, administration and faculty, curriculum and instruction, space utilization and scheduling, student characteristics, recruitment and admissions, prediction and academic performance, perception of the college environment, retention, attrition and transfer, and miscellaneous. Entries are cross-referenced where appropriate. (RA)

ED 061 651 EA 004 272
Overturf, Leonard O. Fastman, Jerry

Student Generated Section, Course and Alternate Requests as the Keystone of a Computer Based, Student Responsive, Advance Registration and Scheduling System. College and University Machine Records Annual Conference. (17th, Columbus, Ohio, May 1972.)

Ohio State Univ., Columbus.

Pub Date May 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Administration, *Computer Oriented Programs, Enrollment Projections, Information Needs, *Management Information Systems, Models, *Scheduling, *School Registration, *Student Reaction, Student Records, University Administration

This document describes a system of computerized advance registration at Colorado State University. The main objective is to generate a schedule that will satisfy student requests and needs, given constraints of faculty, time, and space. The system consists of a series of computer programs and a set of well-documented manual procedures in the areas of course schedule construction and maintenance, student-generated course/section request processing, student scheduling, and add/drop processing. (RA)

ED 061 652 EA 004 273
Karabinus, Robert A. Boris, Richard

Registration and Scheduling at NIU (Implementing Commercial Software at a Large University.) College and University Machine Records Annual Conference (17th, Columbus, Ohio, May 1972).

Ohio State Univ., Columbus.

Pub Date May 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business, *Computer Oriented Programs, Information Needs, Information Systems, *Management Information Systems, *Scheduling, *School Registration, Student

Records, *Universities, University Administration

This document describes the development and implementation of a computer based registration and scheduling information system at Northern Illinois University. Because of personnel shortages, the University sought and received help from commercial computer firms. Implementation of scheduling, registration, and billing systems was accomplished in a relatively short period of time, and the few bugs were eliminated quickly. The report describes in some detail the five registration modules: (1) transaction input module, (2) course schedule maintenance, (3) course request, (4) scheduling module, and (5) add/drop module. (RA)

ED 061 653 24 EA 004 274
Evans, Robert C., Jr. Brown, William, Jr.

Development of a Model Research Dissemination System for State Educational Agencies. Final Report.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0715

Pub Date Sep 71

Grant—OEG-0-70-4328

Note—224p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Decision Making, Educational Research, Evaluation, *Information Dissemination, Information Needs, Information Networks, Information Retrieval, Information Services, *Information Systems, *Models, Pilot Projects, *Program Development, Research, *State Departments of Education

A 1971 pilot project was conducted in North Carolina to promote more effective utilization of research and development activities at both State and local levels. The project provided research information on structure and techniques in new programs to educational program decisionmakers prior to the time for decisions to be made on their own new projects. The project's model research dissemination system included three components: (1) intensive field services to five satellite centers, in areas representative of local educational agencies, that developed awareness, interest, and competency in research utilization; (2) the Research and Information Center which solicited, received, and serviced information requests; and (3) a computerized retrieval system that provided speedy searches of the ERIC RIE and CUE files. Appendixes present sample products developed during the course of the project. (Pages 61-77 have been removed in the absence of reproduction rights.) (Author/RA)

ED 061 654 EA 004 276

Haggart, Sue A., Ed.

Program Budgeting for School District Planning. Rand Corp., Santa Monica, Calif.

Pub Date 72

Note—298p.

Available from—Educational Technology Publications, Englewood Cliffs, New Jersey 07632 (\$9.95)

Document Not Available from EDRS.

Descriptors—Budgeting, Cost Effectiveness, Decision Making, Educational Objectives, *Evaluation, *Management Systems, *Planning, *Program Budgeting, Program Planning, Resource Allocations, School Districts, School District Spending

Identifiers—*Planning Programing Budgeting Systems, PPBS

Program budgeting is more than a neat method of budgeting by program; hence it requires more than just concentration on budgeting and accounting procedures. Program budgeting, basically a resource allocations system, stresses the setting of objectives, grouping activities into programs to meet the objectives, identifying the resources required by the programs, and measuring the effectiveness of the programs in meeting the objectives. The purpose of the program budgeting effort is to provide the organized data base for the systematic selection of the preferred course of action. This means that alternative programs are evaluated in terms of their impact on present programs and in terms of their future consequences. (Author)

ED 061 655 08 EA 004 284

Muldoon, John O. Soderberg, Donald
Coordination of Organic Curriculum Development in the Public Schools of Duluth, Minnesota. Final Report.

Duluth Public Schools, Minn.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0152

Pub Date Feb 72

Grant—OEG-0-8-080152-2686(085)

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Coordination, Curriculum Design, *Curriculum Development, Educational Objectives, Evaluation Techniques, Humanities Instruction, Job Skills, Program Administration, Secondary Education, Simulation, *Staff Improvement, *Student Centered Curriculum, Systems Approach, *Vocational Education

Identifiers—Duluth, *Educational System Seventies, ES 70s, Learning Packages, Minnesota

This document describes the efforts of program administrators to implement an organic curriculum in the Duluth, Minnesota, secondary schools. Major activities included staff development activities and inservice training students in a core of job skills. Organic curriculum is a learner-rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present a variety of project related materials. (Page 21 may reproduce poorly.) (RA)

EC

ED 061 656 EC 041 655

Northcott, Winifred

Staff Training on a State-Wide Basis. Volume II, Number 1.

Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [70]

Grant—OEG-0-70-4815(603)

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Early Childhood Education, *Exceptional Child Education, Preschool Children, *Staff Orientation, *Staff Role, State Programs

Identifiers—Minnesota

Presented is the script for two slide showings on staff orientation, training, and role in early childhood educational programs for aurally handicapped children in Minnesota. The first slide presentation consists of 63 slide commentaries on implementation and evaluation of the Minnesota staff training program. Representative commentaries concern intervention on the family and school levels, parent participation, individually prescriptive oral and aural programs, use of aides in stimulation of residual hearing, inductive approach to learning, and classes for deaf blind children. The second presentation contains 47 slide commentaries on the coordination of a statewide staff training program and is designed for three audiences of professionals and non-professionals serving the preschool child and his parents, parents, and allied resource specialists in health, education, and welfare. Selected slide commentaries focus on various educational projects and conferences for concerned adults, state meeting conference, parent counseling techniques, and sequential program of auditory training. An informal evaluation of the staff training program indicates that the program has been influential in increasing professional and public interest and action in early childhood education programs for the aurally handicapped. (CB)

ED 061 657 EC 041 656

Phillips, Louise

Staff Training in a Rural Area. Volume II, Number 2.

Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [71]

Grant—OEG-0-70-4815(603)

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Early Childhood Education, *Exceptional Child Education, Preschool Children, *Rural Areas, *Staff Orientation, Staff Role

Presented is the script for a showing of 14 slides on staff training, orientation, and role in a rural area for early childhood education of aurally handicapped children. The training program is divided into four areas of paraprofessionals, teachers, supportive personnel, and general staff. The seven slide commentaries on training paraprofessionals concern food service, clerical, social service, instructional, and equipment aides. It is emphasized that all staff members are informed of all activities in the early childhood education program. Training of instructional aides, special staff meetings, visits to other programs, and use of consultants are discussed with four slides. Two slides concern training of supportive personnel, and the concluding slide commentary explains the use of monthly staff meetings in the program. (CB)

ED 061 658 EC 041 657

Hayden, Alice H.

Staff Training in a University Setting (With Emphasis on Behavior Modification). Volume III, Number 3.

Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-70-4815(603)

Note—68p.; Paper presented at the Westward Look Staff Training Conference (Tucson, Arizona, January 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Early Childhood Education, *Exceptional Child Education, Interpersonal Competence, *Mentally Handicapped, Models, Preschool Children, *Staff Orientation, *Staff Role

Presented are three scripts on training, orientation, and role of a model preschool staff, on building interpersonal competence in a preschool child, and on a model of staff training, orientation, and role in a university setting. The first script contains commentary for 80 slides on staff training for a model preschool mental retardation research and training center. Representative slides concern physical facilities, a field program operated in conjunction with a Head Start program, staff training process, instructional materials used, observation of children and recording of data, and program evaluation. The film script on building social skills in the preschool child focuses on three purposes of the pilot classroom for mentally handicapped children: to modify behaviors of those children who demonstrate behavior problems or learning disabilities, to provide a laboratory for training teachers who work with mentally handicapped children, and to provide a laboratory setting in which the relationship between a child's social behavior and his environmental influences can be studied. The third script on a staff training model in a university setting provides a brief description of the functions, multidisciplinary, administrative, instructional, staff training, and evaluation systems in the overall working model with mentally handicapped children. (CB)

ED 061 659 EC 041 658

Bangs, Tina E.

Staff Training in a Clinical Setting. Volume II, Number 4.

Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [71]

Grant—OEG-0-70-4815(603)

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clinics, *Early Childhood Education, Educational Programs, *Exceptional Child Education, *Handicapped Children, *Primary Grades, Staff Orientation, *Staff Role

Provided is the script for a presentation of 16 slides on staff training, orientation, and role in a clinical setting providing educational programs for the preschool and primary grade handicapped child. The sixteen slide commentaries cover an introduction to principles and implementation of a staff training program in a clinical setting, staff qualifications and organization, staff training needs, program evaluation, advisory board role, parent involvement, instructional materials used,

volunteers, assessment tools and techniques, curriculum design and implementation, use of behavior modification, budget, information dissemination, and local sponsorship and funding. (CB)

ED 061 660 **EC 041 659**
Karnes, Merle

Staff Training in a University Setting (Emphasis on Parent Training). Volume II, Number 5. Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]
Grant—OEG-0-70-4815(603)
Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, Educational Programs, *Exceptional Child Education, Intervention, Mentally Handicapped, *Multiply Handicapped, *Preschool Children, *Staff Role

Presented in the script for a slide show on staff role and training, with emphasis on parent education, in an educational program for preschool children who are educable mentally handicapped and who have at least one other handicapping condition from the areas of hearing, vision, speech, orthopedic, or emotional disturbance. The main project objective is to provide intervention to help the children function more effectively in the home, in school, and in society. Representative slide commentaries discuss the organization of the precise early education of children with handicaps program, children's daily activities in small and large groups, participation by all members of the family, parent support and education, admission of child to program, parent role in learning activities in the home, family development, use of video and audio tapes to instruct the parents, home visits, and helping families with transportation and babysitting problems to encourage parent attendance at regular meetings. (CB)

ED 061 661 **EC 041 660**
Rafael, Berta

Staff Training Model in an Agency Setting. Volume II, Number 6. Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]
Grant—OEG-0-70-4815(603)
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cerebral Palsy, *Early Childhood Education, *Educational Programs, *Exceptional Child Education, Intervention, Parent Education, Preschool Children, *Staff Role

Provided in the script for a presentation of 90 slides on a staff training model for cerebral palsied children of preschool age. The training program in early childhood intervention is said to have three parts involving teacher training, parent education which involves reciprocal sharing of information among parents and staff, and student training. Representative descriptions of the slides focus on the staff and their roles in the teacher training model, use of weekly staff meetings, decision-making required of the individual teacher, parent education, and training of students and interns. (CB)

ED 061 662 **EC 041 661**
Roberts, Paquita

Staff Training in an Inner City Setting. Volume II, Number 7. Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]
Grant—OEG-0-70-4815(603)
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Child Development Centers, *Exceptional Child Services, Preschool Children, *Staff Orientation, *Urban Environment

Described is the staff training program at an early childhood diagnostic and training center for aurally handicapped children in an inner city setting. Focused upon is the community training in which a new staff member learns about the life style in inner city neighborhoods before beginning to work with parents or children. A community knowledge inventory form is in-

cluded. Also summarized are the eight phases of the center's parent training and participation program. (KW)

ED 061 663 **EC 041 662**
Taylor, Don

Staff Training in a Public School Setting. Volume II, Number 8. Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]
Grant—OEG-0-70-4815(603)
Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, *Exceptional Child Education, Handicapped Children, *Inservice Teacher Education, *Mentally Handicapped, Parent Education, *Staff Orientation, Volunteers

The document details staff training methods and activities used at the Chapel Hill Preschool Project for Developmentally Handicapped Children. Population targets of training efforts are explained to include not only the project's immediate staff but also parents, volunteers, and the community. The staff training program is explained in terms of its five components: needs assessment and establishment of training objectives, organization (structuring and scheduling) of training, content of training, methods, and trainers. More briefly described are the training programs for parents, volunteers, and community. Supplementary material includes guideline materials and forms distributed to volunteers and parents, various student and program evaluation forms, and the Carolina Teacher/Teacher Aide Roles and Responsibilities Scale. (KW)

ED 061 664 **EC 041 663**
Bradke, Louise M. And Others

Staff Training in an Institutional Setting. Volume II, Number 9. Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]
Grant—OEG-0-70-4815(603)
Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Services, *Inservice Education, *Institutional Personnel, *Mentally Handicapped, Nonprofessional Personnel, Professional Personnel, Program Descriptions, *Staff Orientation

Described is a preservice training program for staff members working with young, multiply handicapped, profoundly or severely mentally retarded children in an institutional setting. The training program, which emphasizes concrete and practical experiences, is intended to develop appropriate attitudes and technical competencies of both professional and nonprofessional staff members. Goals include studying the children to see how they function in relation to themselves, to others, to stimuli, and to activities, and to develop staff proficiency in such activities as recording behaviors, writing observations, designing materials, and writing activity cards. The 5-week schedule of training activities is detailed. Also included is an employee performance evaluation form. (KW)

ED 061 665 **EC 041 664**
Wood, Mary Margaret

Rutland Center. Volume II, Number 10. Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]
Grant—OEG-0-70-4815(603)
Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Emotionally Disturbed, *Exceptional Child Services, Inservice Education, Mental Health Clinics, Program Planning, *Psychoeducational Clinics, *Staff Orientation

Documented are staff training programs at the Rutland Center, a community-based mental health facility combining professional mental health and special education personnel in a cooperative program of psychoeducational service to seriously emotionally disturbed or behaviorally disordered children. The report describes the process of planning and the actual activities conducted during the planning year in five specific areas of training: staff training, col-

lege student training, volunteer training, paraprofessional training, and parent training. Schedules, forms, or other supplementary materials used in training are included for each area. (KW)

ED 061 666 **EC 041 665**
Socio-Behavioral Study Center for Mental Retar-

dation. Terminal Progress Report. Pacific State Hospital, Pomona, Calif. Spons Agency—Public Health Service (DHEW), Washington, D.C. Report No—MH-08667-01-07
Pub Date Mar 72
Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demography, Identification, *Incidence, Institutionalized (Persons), *Mentally Handicapped, Research Projects, *Residential Care, Socioeconomic Influences, *Statistical Data

The terminal progress report of the Socio-Behavioral Study Center for Mental Retardation summarizes research activities and results of the Center's three major programs. The Community Research Program studied the epidemiological aspects of mental retardation in the community, including identification and classification of retardates, investigation of prevalence, and delineation of the natural history of retardation in the community, including interactions with the family, neighborhood, and community agencies. The Hospital Research Program studied such problems as use of medications, morbidity and mortality rates, prevalence of seizures, frequency of ward movements, and social and organic factors affecting rehabilitation and prognosis. The Computer Support Program developed necessary computer programs for data analyses in connection with the two other program areas. An extensive list of publications by the Center's staff concludes the report. (KW)

ED 061 667 **EC 041 666**
Kirkland, Majorie H.

Retarded Children of the Poor: A Casebook. Community Services Administration (DHEW), Washington, D.C. Report No—SRS-72-23003
Pub Date 71
Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Groups, Educable Mentally Handicapped, *Exceptional Child Services, Family Counseling, *Family Problems, *Lower Class, *Mentally Handicapped, *Social Services, Social Work

Written for welfare and social workers, the publication concerns families which have problems of retardation, usually mild or borderline, and which are heavily represented on welfare rolls. A brief discussion of retardation and family and child welfare services is followed by a list of suggested readings dealing with social and child welfare services applicable to the retarded. The remaining six chapters are each introduced by a summary of a typical problem case of retardation: a school-age boy, an adolescent girl with normal siblings, a rebellious adolescent boy in foster care, a case of dependency resulting from institutional living, an adult in need of vocational training, and a family with several mildly retarded children. Discussion following each case presentation focuses on understanding of the family situation involved, analysis of problems represented by the case, and suggestions for the social worker concerning assistance and services which can be provided to clients to ameliorate such situations. (KW)

ED 061 668 **EC 041 710**
The Learning Disabilities Program in Bucks County Schools.

Bucks County Public Schools, Doylestown, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education. Pub Date Jul 71
Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exceptional Child Education, *Learning Disabilities, *Program Descriptions, School Districts, *Special Classes

The report describes the operation of various programs and parts of programs for the learning disabled (minimally brain damaged) child in Bucks County, Pennsylvania. Covered are student

32 Document Resumes

characteristics, special class services available, supportive services (psychiatric, language development, vision, and sensory-motor activity services), and resource room services. Also detailed are the two parts of the itinerant supportive service: support to the child in the classroom, and the prevention and identification program. The major portion of the document consists of appendixes containing information related to placement and classroom analysis of the child, ego development milestones, daily student summary, screening measures used by itinerant personnel, teacher observation, guidelines for prevention program, sample activities and materials used, and the roles of the various professionals involved. (KW)

ED 061 669 40 **EC 041 711**
Semmel, Melvyn I. And Others

Center for Research on Language and Language Behavior. Final Report.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 72

Grant—OEG-0-9-322143-4236(032)

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Associative Learning, Computer Assisted Instruction, Inservice Teacher Education, *Language Ability, *Language Research, *Mentally Handicapped, *Research Projects, Sensory Integration

The report presents results of both basic and applied research conducted at the Center for Research on Language and Language Behavior. Research was interdisciplinary and oriented toward the goal of contributing to the more effective learning, teaching, and use of language by persons of all ages and abilities. Studies described concerned oral word association norms for educable mentally retarded (EMR) children, relationship of paradigmatic free word associations to paired associate learning by EMRs, comprehension and imitation of sentences by mongoloid children as a function of transformational complexity, literature review of auditory integration and study of central auditory integration abilities of normal and retarded children, computer-assisted teacher training, connotative meaning of disability labels, and influence of disability labels and dialect differences on semantic differential responses of college students. (KW)

ED 061 670 **EC 041 712**

Berryman, Doris L. And Others

Enhancement of Recreation Service to Disabled Children. Part I. Final Report.

New York Univ., N.Y. School of Education.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 71

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agencies, *Exceptional Child Services, *Handicapped Children, *National Surveys, Recreation, *Recreational Programs, Statistical Data

A total of 616 representative agencies were visited and studied in terms of recreation services provided to handicapped children and youth. Of the 616, 88% provided some recreation services. Findings are presented by category of agency: commercial agencies, libraries and museums, 4-H clubs, churches, community agencies, public recreation agencies, health agencies, hospitals and residential schools, and public and private schools. Data are provided on increase or decrease in services, problems, types of disabilities served, facilities, activities, integration with normal children, community resources used, assistance obtained, transportation provided, and publicity. Comparative data from selected categories of agencies is further discussed in terms of personnel, types of activities provided, and types of disabilities served. Sixty-five tables are included. (KW)

ED 061 671 **EC 041 713**

Berryman, Doris L.

Enhancement of Recreation Service to Disabled Children. Part II, Recommended Standards with Evaluative Criteria for Recreation Services in Residential Institutions. Final Report.

New York Univ., N.Y. School of Education.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Criteria, *Exceptional Child Services, *Handicapped Children, Institutions, Program Evaluation, *Recreational Programs, Residential Programs, *Standards

The suggested standards and evaluative criteria are designed to assist hospitals and other residential institutions in evaluating recreation services provided to residents, primarily children and youth. Described are the development of the standards and the rating instrument, guidelines for using the standards, evaluation and scoring procedures, and how to use the results. The checklist of standards and criteria comprises the major portion of the document. The 55 standards are arranged by major category: philosophy and goals; administration; personnel; programming; areas, facilities, and equipment; and evaluation and research. (KW)

ED 061 672 **EC 041 714**

Berryman, Doris L. And Others

Enhancement of Recreation Service to Disabled Children. Part III, Serving Disabled Children: Guidelines for Recreation Agencies. Final Report.

New York Univ., N.Y. School of Education.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agencies, Community Services, *Exceptional Child Services, *Guidelines, *Handicapped Children, Program Planning, *Recreational Programs

The guidelines presented are intended to assist recreation agencies in extending their services to handicapped children. Basic information is given on getting a program started: services to provide, staffing, funding, program coordinator, facilities, locating equipment, volunteers, and where to obtain advice. Identified are the needs and potentials of minimally, moderately, and severely disabled children, and how these needs relate to programming. Listed in descending order of difficulty are some problems and solutions in providing recreation programs for handicapped children, such as parental and community anxiety about safety and related factors. Summarized briefly are 25 cases in which agencies have used creative and innovative approaches to activate existing resources for recreation service. (KW)

ED 061 673 **EC 041 715**

Berryman, Doris L. And Others

Enhancement of Recreation Services for Disabled Children. Part IV, Recreation for Disabled Children: Guidelines for Parents and Friends. Final Report.

New York Univ., N.Y. School of Education.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agencies, Community Services, *Exceptional Child Services, Guidelines, *Handicapped Children, *Parent Education, *Recreational Programs

Suggestions regarding provision of recreation services to handicapped children are offered to parents and friends of such children. Listed are types of community agencies likely to have recreation programs for disabled children, and the kinds of services each is likely to provide. Guidelines for parents who wish to help start a recreation program if none exist in the community include positive action steps the parent can take. Described are some recreation programs for handicapped children which are being conducted in various states to illustrate the kinds of recreation services which can be made available. (KW)

ED 061 674 **EC 041 716**

Casler, Al And Others

Social Studies for EMR Pupils: A Course of Study for Senior High Schools.

Los Angeles City Schools, Calif.

Report No.—Pub-x-97

Pub Date 71

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum, *Educable Mentally Handicapped, *Exceptional Child Education, Mentally Handicapped, *Senior High Schools, *Social Studies

Identifiers—California

Presented are 10 units of study for educable mentally retarded (EMR) senior high school students in the area of social studies. The outlined sequence and suggested time allotment for each unit covers grades 10-12. Subject matter content of each unit is outlined in detail; particular teaching methods and materials are not specified. Units cover the earth as a dependent unit in the universe; racial, religious, and other groups; social and personal development; inventions and exploration; American characteristics and customs; government; education and leisure time; rules and laws; consumer education; and family life education. (KW)

ED 061 675 **EC 041 717**

Florida Title VI Education for the Handicapped Project Evaluation Reports.

Florida State Dept. of Education, Tallahassee.

Div of Elementary and Secondary Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Exceptional Child Research, Federal Aid, *Handicapped Children, *Program Effectiveness, *Program Evaluation, State Programs

Identifiers—*Florida

Reported were 11 project evaluations for fiscal year 1971 for 17 Florida county projects concerning educational program effectiveness for handicapped children, as authorized by P.L. 91-230, Education of the Handicapped Act, and funded by the federal government. Eight priority problem areas established were the needs for instructional resource and materials centers, for special education for emotionally disturbed students, for additional quality leadership and services in special education, for sequential curricula in special education, for early childhood education for handicapped children, for evaluation procedures for special education programs, for special education for learning disabled children, and for functional curriculum for educable mentally handicapped students. Eleven project evaluation reports variously concerning the educational needs listed above were made for Bay County, Charlotte County, Dade County, DeSoto and Charlotte Counties, Duval County, Hamilton (Multi-County), Jackson/Calhoun/Liberty Counties, Leon County, Levy/Dixie Counties, Orange County, and Washington/Holmes/Walton Counties. In general, the projects were found to be successful. The overall project summary characterized the projects as growing projects that have brought about a noticeable improvement in the quality of instruction. (CB)

ED 061 676 **EC 041 718**

Standards for the Certification of Teachers of the Hearing Impaired.

Council on Education of the Deaf, Washington, D.C.

Pub Date 72

Note—8p.

Available from—Alexander Graham Bell Association for the Deaf, 1537 35th Street, N.W., Washington, D.C. 20007

Document Not Available from EDRS.

Descriptors—*Aurally Handicapped, *Exceptional Child Education, *Standards, *Teacher Certification

Identifiers—*Council on Education of the Deaf

Presented is a two-level program of minimum standards for teacher certification of the aurally handicapped adopted by the Council on Education of the Deaf on January 15, 1972. These standards are said to become effective on January 15, 1974, and are to supersede any and all previous teacher certification requirements of the aurally handicapped. Definitions of pertinent educational terms are followed by an outline of requirements for both provisional and professional certification. Competencies and knowledges for provisional certification include foundations, speech, science and audiology, language and communication, curriculum and instruction, and practicum. (CB)

ED 061 677 **EC 041 743**

Goldstein, Herbert And Others

The Social Learning Curriculum: How to Use, Evaluate, and Field Test.

Yeshiva Univ., New York, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 69
Note—108p.

Available from—Curriculum Research and Development Center in Mental Retardation, Yeshiva University, 55 Fifth Avenue, New York, New York, 10003

Document Not Available from EDRS.

Descriptors—*Curriculum Evaluation, *Educable Mentally Handicapped, *Exceptional Child Education, *Guidelines, Mentally Handicapped, *Social Development, Teacher Role

The manual is intended for teachers field testing the Social Learning Curriculum for educable mentally retarded students. Explained are how to use the Social Learning Curriculum (presentation of material, teaching suggestions and approaches), how to evaluate it (data forms, pupil assessment checklist, evaluation forms, examples), and how to field test it (teacher role, Field Test Advisor role, sequence of activities, field test materials). Steps and procedures for field testing and evaluating individually the eleven phases which make up the Self level of the Curriculum are also explained. See EC 030 164 for related document on the construction of the Social Learning Curriculum. (KW)

ED 061 678 EC 041 744

Blatt, Burton And Others

Summary of Massachusetts Study of Educational Opportunities for Handicapped and Disadvantaged Children.

Massachusetts Advisory Council on Education, Boston.

Pub Date Jan 71

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Exceptional Child Research, *Handicapped Children, Program Descriptions, State Agencies, *State Legislation, State Programs, State Surveys

Identifiers—*Massachusetts

Reported are results of a survey and evaluation of the entire system of programs for the education of the handicapped and disadvantaged in Massachusetts. The study focused on three major activities: identification and description of children known to have special needs who are not being served by official agencies; descriptions of life in classrooms, institutions, and other special settings; and development of programs, recommendations, and legislative proposals. The first part of the report, Project Summaries, covers sample exemplary programs, an observational survey of programs for the retarded, social experiences of newly committed retarded children, language stimulation in state institutions, a survey of facilities and services for children with multiple sensory disorders, school-age children not in school, and analysis of Massachusetts' statutes regarding children with special needs. The second part of the report presents recommended legislative reforms, including acts relative to full reimbursement for special education programs and to creation of a new State Department of Child Development (with cost estimates). (KW)

ED 061 679 EC 041 745

Keating, Daniel P. Stanley, Julian C.

From Eighth Grade to Selective College in One Jump: Case Studies in Radical Acceleration.

Johns Hopkins Univ., Baltimore, Md.

Pub Date [72]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acceleration, Case Studies, Educational Methods, *Exceptional Child Education, *Gifted, Junior High School Students, Mathematics, Sciences

The paper examines the problem of highly gifted junior high school students who are intellectually ready for college-level study before beginning high school. The term radical acceleration is used to describe gifted students who jump from junior high to college education, bypassing the high school years. Briefly described are two widely known and successful radical accelerators, Norbert Wiener and Charles Fefferman. Presented in greater detail are case histories of two boys who are current radical accelerators. Methods used by the authors in seeking out mathematically and scientifically precocious students of junior high school age are explained. Possible disruptive effects of academic acceleration are considered, with particular reference to social and emotional development. Previous literature on acceleration is referred to, although little study has been done on radical acceleration.

Radical acceleration is seen as the method of choice for some, but not all, extremely able students; alternate possibilities are also mentioned. (KW)

ED 061 680 40 EC 041 746

Sheinkopf, Sylvia

Psychoeducational Issues in Educable Mental Retardates: Dependency and Learning. Final Report.

Cardinal Cushing School and Training Center, Hanover, Mass.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-O-A-040

Pub Date Mar 72

Grant—OEG-O-70-0023(509)

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discrimination Learning, *Educable Mentally Handicapped, *Exceptional Child Research, *Learning Characteristics, *Mentally Handicapped

Identifiers—*Dependency Behavior

Examined was the relationship between dependency behavior and learning in educable mentally retarded (EMR) children. Population included 120 subjects equally divided by sex into two groups of retardates and normals and subdivided into socially reinforced and non-reinforced Ss. The task measured overt or instrumental dependency (ID). Electronic stimuli ranging from 2 to 10 pulses per second were judged by subjects as slow or fast values. Subjects had free access to the anchor values (2 pps as slow, 20 pps as fast) to assist the decision. ID scores were based on frequency of anchor use. The Rohde Sentence Completion Test measured covert or emotional dependency (ED). Finally, a learning task based on the concept of opposition was presented. Results revealed higher ID scores for retardates, with significant correlations between IQ and ID as well as between IQ and Opposition Task. ED scores were not significant between and within groups. Conclusions include the inference that retardates' need to be restructured by increased anchor use prior to a decision influences their learning potential. (Author/KW)

ED 061 681 EC 041 747

A Study of the Legislation Concerning the Special Education of Handicapped Children and Young People.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Nov 69

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Education, *Educational Programs, *Exceptional Child Education, Federal Legislation, *Foreign Countries, *Handicapped Children, *Legislation, Surveys

The report of legislation in foreign countries concerning special education for handicapped children and youth is based on the replies of 30 countries to a questionnaire. The first part of the report presents in the form of a synthesis the main data concerning the general background of special education, both statutory and administrative, its structure and organization, and special classes and institutions for training various categories of handicapped youth. The second part of the report summarizes what each country has undertaken in terms of legislation and practical action towards the education of handicapped youth. This information is presented in the following categories for each country: main legislative bases of special education, categories of beneficiaries of special education, special classes and establishments, operation of the special education system, teaching staff, and social reintegration. (KW)

ED 061 682 EC 041 770

Foulke, Emerson, Ed.

Proceedings of the Second Louisville Conference on Rate and/or Frequency-Controlled Speech

(Louisville, Kentucky, October 22-24, 1969).

Louisville Univ., Ky. Perceptual Alternatives Laboratory.

Pub Date Feb 71

Note—414p.; Prepared at the Center for Rate-Controlled Recordings, Perceptual Alternatives Laboratory, University of Louisville

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Conference Reports, Handicapped Children, *Listening Comprehension, Research Projects, *Speech Compression, *Time Factors (Learning)

Proceedings of the conference on rate and/or frequency-controlled speech contain 33 conference papers. Reports fall into three basic categories: basic research concerning the perception and listening comprehension of time and/or frequency-controlled speech; technical reports concerning the production of time and/or frequency-controlled speech; and reports of practical applications of such speech in educational, industrial, and other settings. Applications reported in educational settings involve both normal and handicapped (blind, speech handicapped, hard of hearing) subjects. (KW)

ED 061 683 EC 041 771

Bodley, Dean And Others

Physical Education Guide for the Exceptional Child.

Ann Arbor Public Schools, Mich.

Pub Date Nov 70

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, Guidelines, *Handicapped Children, *Physical Activities, *Physical Education, Regular Class Placement, *Teaching Guides

The guide is intended to assist physical education teachers in dealing with atypical children in their classes. Adaptive physical education is seen as integration of handicapped children into regular physical education classes by understanding their special needs and how to deal with them. Outlined are policies and procedures of the school system, as well as general educational objectives for the handicapped child. Focused upon are 18 specific health-related, sensory, orthopedic, mental, and neurological disabilities. Brief discussion of each disability covers definition, causes, symptoms, related problems, and general teaching suggestions. The following section lists recommended physical activities for 15 major categories and additional subcategories of handicaps. Selection criteria for measurement and other evaluative procedures are listed. (KW)

ED 061 684 EC 041 772

Weikart, David P.

Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Curriculum Evaluation, *Disadvantaged Youth, *Early Childhood Education, *Educable Mentally Handicapped, *Exceptional Child Research, Longitudinal Studies, *Minority Groups

The paper investigates the problem of placement of minority group or low socioeconomic status children classified as mentally retarded in special classes. Summarized are four basic models outlined by Robert Hess et al. (1971) used to account for the discrepancies in intellectual attainment between minority groups and the dominant culture: the deficit model, school-as failure model, cultural difference model, and social structure model. The author presents information on outcomes of his 10 years of work in the early education of children diagnosed at age 3 years as functionally retarded and in the educable mentally retarded range. Two major issues were focused upon in the research: the long term impact of preschool education on later school performance, and relative impact of preschool education when differing educational procedures on models are employed. Results showed that the preschool experience enabled the children to better proceed through elementary school at regular grade level without retention or special classes. It was also concluded that style of curriculum had no differential effect on subsequent academic achievement. (KW)

ED 061 685 EC 041 773

Witkin, Michael J. Cannon, Mildred S.

Residential Treatment Centers for Emotionally Disturbed Children, 1969-1970.

National Inst. of Mental Health, Rockville, Md.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—DHEW-F-HSM-72-9022

34 Document Resumes

Pub Date 71

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Emotionally Disturbed, *Exceptional Child Research, Institutional Personnel, National Surveys, *Psychiatric Services, *Residential Programs, *Statistical Data

The statistical study presents data in textual and tabular form concerning residential treatment centers (RTCs) for emotionally disturbed children. Characteristics of RTCs detailed include number of facilities and beds, types of services offered, and restrictions regarding admission. Utilization of RTC's is defined in terms of patient movement, volume of service, and percent of beds occupied. Summarized are the following characteristics of staff employed: distribution of employees, man hours worked, staffing patterns for selected professional staff disciplines, and staff utilization. Expenditures are shown by bed size and by geographic division. Total expenditures in these tables are further classified into various specific subcategories. (KW)

ED 061 686

EC 041 774

Springer, Ninfa Saturnino, Ed.

Proceedings of the Conference on Nutrition and Mental Retardation (Ann Arbor, Michigan, February 10-11, 1971).

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Pub Date 71

Note—127p.

Available from—University of Michigan, Publications Distribution Service, 615 East University, Ann Arbor, Michigan 48106 (\$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Biological Influences, Cognitive Development, *Dietetics, Eating Habits, *Exceptional Child Research, Manpower Needs, *Mentally Handicapped, *Nutrition

The conference, planned primarily for nutritionists and dietitians, dealt with the role of nutrition in the prevention and management of mental retardation. Proceedings include an overview of mental retardation, an examination of nutrition manpower needs in the fields of mental health and mental retardation on both the national and state levels, and a discussion of nutrition and learning in children that reviews studies on the effects of severe malnutrition on cognitive development. Dietary intervention in maple syrup urine disease and phenylketonuria is explained in detail. How to solve feeding problems of mentally retarded children is discussed by a nutritionist, occupational therapist, physical therapist, nurse, and speech pathologist. The final paper describes the role and activities of nutritionists in University Affiliated Centers. (KW)

ED 061 687

EC 041 863

Gotts, Ernest A., Comp.

A Bibliography Related to Early Childhood Education, Child Development, and Preschool Handicapped Children. Volume II, Number I.

Texas Univ., Austin. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [71]

Grant—OEG-0-9-531306(031)

Note—188p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Child Development, *Early Childhood Education, *Exceptional Child Education, *Handicapped Children, Preschool Children

The major purpose of the bibliography is to provide the Training Facilitator of an Exemplary Early Childhood Center with a resource for aiding staff in finding information useful to persons working in programs for preschool handicapped children. The first of three sections concerns general Early Childhood Education and such related topics as day care, readiness, Montessori, learning theory applications, parents, aides, inservice education, testing and assessment, training programs, and program evaluation. The second section of the bibliography focuses on Early Childhood Education and Handicapped Children. References are organized by handicapping condition. The third section lists documents on Child Development: general, intellectual, language, physical, and social-emotional development. (KW)

ED 061 688

EC 041 864

Myers, William A.

Learning Systems for Preschool Physically Handicapped Children: A Training Program. Volume II, Number 3.

Texas Univ., Austin. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [71]

Grant—OEG-0-9-531306(031)

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, Educational Methods, *Educational Philosophy, Educational Planning, *Exceptional Child Education, Learning Characteristics, *Physically Handicapped, *Staff Orientation

The monograph discusses the establishment of a basic learning philosophy by staff involved in educating preschool physically handicapped children. Focused on as important topics to be considered in the formulation of a basic philosophy are communication systems and educational goals and procedures as they relate to all personnel involved. The establishment of sound educational teaching systems (procedures) is discussed within the context of learning theory. Hilgard (1956) is cited often relative to basic learning philosophy. Particular learning needs of the physically handicapped are pointed out. It is concluded that systems of communication, goal setting, teaching procedure, and specific characteristics of crippled children must be interwoven to design appropriate educational approaches. A chart is presented outlining a possible training approach for the education of teachers working with handicapped children. (KW)

ED 061 689

EC 041 865

Bibliotherapy: An Annotated Bibliography Dealing with Physical and Self-Image Handicaps.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date [71]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, *Childrens Books, *Emotional Adjustment, *Exceptional Child Education, *Handicapped Children, Self Concept

The annotated bibliography lists fiction and nonfiction (bibliographies and autobiographies) books dealing with various handicaps or with physical problems such as overweight and extremes of stature. A code identifies books concerning the following handicaps: deaf, deaf blind, blind, limited vision, orthopedic handicap, chronic disease, and self-image handicap. Also indicated is whether the book is intended for primary, intermediate, junior high, or senior high students. The purpose of the bibliography is to provide a source list of books which can help handicapped children improve their self image and help nonhandicapped children better accept their handicapped peers. (KW)

ED 061 690

EC 041 866

Thiel, Norma A.

An Analysis of the Effectiveness of the Teaching of Reading by Individual Prescriptions.

Moorhead State Coll., Minn.

Pub Date May 72

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Diagnostic Teaching, Intermediate Grades, Masters Theses, *Reading, *Reading Comprehension, *Remedial Reading, Research Projects, Teaching Methods, *Vocabulary Development

Investigated was whether retarded readers make more gain in reading achievement when taught by the regular classroom teacher using prescriptions written by the diagnostic teacher than they had under the traditional basal reader approach. Subjects were 17 fifth graders in the lowest reading group in a public school classroom. Subjects were tested to determine reading related strengths and weaknesses, skill deficiencies, and dominant learning channel. Materials were prescribed for each child to remediate his deficiencies. Children, taught for 1 year using the prescriptions, were pre and posttested with the vocabulary and comprehension subtests of the Iowa Test of Basic Skills. Reading progress was charted on a semi-logarithmic chart. It was found

that prescriptive teaching was as effective as, but not superior to the basal reader approach in vocabulary building. In comprehension building, prescriptive teaching was superior. (Author/KW)

ED 061 691

EC 041 867

Item Analysis of an Achievement Testing Program for Hearing Impaired Students, United States: Spring 1971.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Pub Date Mar 72

Note—107p.

Available from—Gallaudet College Book Store, Washington, D.C. 20002 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, *Achievement Tests, *Aurally Handicapped, *Exceptional Child Research, *Item Analysis, National Surveys, Statistical Data, Test Interpretation

Identifiers—Stanford Achievement Test

Item analysis was made of results of a national achievement testing program of nearly 19,000 primary and secondary school hearing impaired students enrolled in special educational programs in the Spring of 1971. Testing instrument was the Stanford Achievement Test Series (Form W). Individual test items or descriptions of the academic information each item purports to measure are shown, followed by percent of correct answers for the item. Analysis of results showed a trend for students to do well on items measuring mechanical skills of reading and writing, but not on items measuring overall reading comprehension and inferential understanding of paragraphs. A similar division of abilities was noted on test items measuring mathematical ability. Data collection methods are reviewed. Given are an explanation of item analysis, suggestions for its usages, and qualifications and limitations of the test results. (KW)

ED 061 692

EC 041 868

Blindness and Services to the Blind in the United States.

Organization for Social and Technical Innovation, Cambridge, Mass.

Pub Date 71

Note—212p.

Available from—OSTI Press, 83 Rogers Street, Cambridge, Massachusetts 02142

Document Not Available from EDRS.

Descriptors—*Agencies, Legislation, *National Surveys, Rehabilitation, Research Utilization, *Services, *Statistical Data, *Visually Handicapped

Reported are results of a study of the characteristics and problems of the blindness system in the United States. The term blindness system is defined to include the set of persons with severe visual handicaps; the set of agencies, groups, and institutions providing services or financial support to them; the research and training affecting provision of services; and the laws, policies, and programs under which services are provided. Following a summary of findings and proposed directions of change, evidence gathered is presented in four sections: the blindness system in the U.S., formulation and application of a general model for the blindness system, research and technology relating to rehabilitation of the severely visually handicapped, and blindness legislation. Appended are six papers discussing allocation of resources to the various constituencies of the blind population, rehabilitation issues, new sources for manpower in the field, the role of technology in relation to visual impairment, psychosocial problems of the blind, and the ophthalmologist's role in rehabilitation. (KW)

ED 061 693

EC 041 901

Santilli, Muriel

Effects of Parent Communication Training on Child Behavior.

State Univ. of New York, Buffalo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Grant—OEG-2-700012(509)

Note—231p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Communication Problems, *Emotionally Disturbed, *Exceptional Child Research, Marital Status, *Parent Child Relationship, *Parent Education, Workshops

Two groups of parents of emotionally disturbed children (age range 5 to 11 years) received different forms of communication problems workshop training. One group focused on the parent child relationship alone. The other focused on both the parent child relationship and on the marital relationship or status. Results of pre- and posttesting indicated that children in both groups improved almost equally, that in the group receiving parent child training only, there was some generalization from the parent child relationship to the marital relationship, that there were some benefits to parents and children from the exclusive focus on the parent child relationship, and that the most meaningful individual adult growth took place in parents receiving marital and parent child communication training. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 061 694 **EC 041 902**
Abeson, Alan, Ed.

A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children.

State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.—R-3
Pub Date 26 May 72

Note—29p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Liberties, *Court Cases, *Exceptional Child Education, *Handicapped Children, *Legal Responsibility, Student Placement

Presented are selected summaries of pending and completed litigation throughout the country concerning handicapped children and legal responsibility in the right to an education, the right to treatment, and student placement. Generally speaking, the plaintiffs are children representing a disability area who allege violation of their civil liberties, and the defendants are various state officials and officials of pertinent schools. Summaries are provided for six court cases on the right to an education, two cases on the right to treatment, and two cases on student placement. Briefly mentioned are two cases each on the right to an education and on the right to treatment which will receive additional discussion in the next continuing summary, pending further information. (CB)

ED 061 695 **EC 041 903**
Hoffman, Herbert J.

Evaluation of Selected Aspects of Project 750. Final Report.

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Sep 69
Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administration, Educational Programs, *Emotionally Disturbed, *Exceptional Child Education, *Program Effectiveness, *Special Classes, *State Programs

Identifiers—Massachusetts

Results of an evaluation on the program effectiveness of the administration of Project 750 are provided. Project 750 is described to involve the removing of Massachusetts children suffering moderate to severe emotional disturbance from regular classrooms and placing them in special classes designed to maximize the children's educational potential and to relieve the emotional difficulties. In its eighth year of existence, the project serves approximately 2400 children. General findings were that 57% of the participating children were under 16 years of age and that parents rated the children as 44% improved in social adjustment, 39% improved academically, and 55% improved in overall adjustment. General topics considered in the evaluation include administration and regulations, staffing, identification and assessment, schools, involvement of parents, crises of transition, and public communication. Overall the program was thought to be successful in providing the emotionally disturbed child with special instruction so that he could better handle his problems. Selected evaluation recommendations concerned certification of applicant's legal residence, positions for seven regional coordinators, use of behavioral descrip-

tions, need for an annual conference, sliding fee schedule, state agency cooperation, and public advertising. (CB)

ED 061 696 **EC 041 904**
Selected Convention Papers: Perspectives in Theory and Practice.

Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 63
Note—240p.; Papers presented at the Annual CEC Convention (41st, Philadelphia, Pennsylvania, April 16-20, 1963)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Conference Reports, *Educational Needs, *Exceptional Child Education, *Handicapped Children

Presented are 59 short, selected convention papers (conference reports) on different aspects of educational needs for handicapped children. Representative topics include the Warren Project on effectiveness and feasibility of early admission to school for mentally advanced children, sheltered workshops for the trainable mentally handicapped, the school's responsibilities and resources for the neurologically impaired, reading instruction in the psychiatric schoolroom, current developments in research on the comprehension of rapid speech, the use of eye reports for statistical purposes, a vocational readiness project for young handicapped students in New York City, the influence of sociopathy on children's reactions to reading instruction, aspects of enrichment in more effective teaching practices for exceptionally talented children, Peabody College research on the Illinois Test of Psycholinguistic Abilities, higher standards and better professional training for teachers of homebound and hospitalized children, retention in educable retarded and normal subjects as a function of amount of original training, preparation of teachers for exceptional children, and curriculum goals for the homebound and hospitalized. (CB)

ED 061 697 **EC 041 905**
Selected Convention Papers: Inspection and Introspection of Special Education.

Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 64
Note—292p.; Papers presented at the Annual CEC Convention (42nd, Chicago, Illinois, March 31-April 4, 1964)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Conference Reports, *Educational Needs, *Exceptional Child Education, *Handicapped Children

Presented are 48 short, selected convention papers (conference reports) on different aspects of educational needs in various exceptionalities. Five general papers precede two papers on international aspects of special education, two papers on administration, and six papers on auditory impairment, in which representative topics include educational and vocational guidance of the deaf and an auditory approach to the education of deaf children. Representative topics among the seven papers on visual impairment include a comparison of the imaginative productions of congenitally blind and seeing children to structured auditory stimulation and promoting mental health in teachers. Following are eight papers on mental retardation; selected topics discussed are some research problems in programed instruction and training of visualizing ability by the kinesthetic method of teaching reading. Four short papers are presented on the gifted and four on speech, language, and communication. Learning and learning disabilities are then discussed in six papers, while behavioral disorders are examined in two papers, and rehabilitation is covered in two papers. (CB)

ED 061 698 **EC 041 906**
Selected Convention Papers: New Frontiers in Special Education.

Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 65
Note—301p.; Papers presented at the Annual CEC Convention (43rd, Portland, Oregon, April 20-24, 1965)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Conference Reports, *Educational Needs, *Exceptional Child Education, *Gifted, *Handicapped Children

Sixty-three selected convention papers (conference reports) are presented on different aspects of educational needs in special education. Six general papers are followed by 10 papers on mental retardation, in which selected topics include mental retardation and the culturally disadvantaged and physical fitness of mentally retarded boys. Representative topics among the 10 papers on auditory impairment are sequence in teacher education for teachers of the deaf and adult education for the deaf. Two papers are then given on international aspects of special education, one paper on visual impairment, four papers on the gifted, and seven papers on the homebound and hospitalized. Selected topics discussed in the eight papers on learning disabilities are conditions related to specific reading disability and the physician's contribution to interdisciplinary management of children with learning and behavior problems. Concluding the collection are five papers on preschool programs, four papers on teacher education, four papers on behavioral disorders, and two general papers. (CB)

ED 061 699 **EC 041 907**
Selected Convention Papers: Special Education - Strategies for Educational Progress.

Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 66
Note—267p.; Papers presented at the Annual CEC Convention (44th, Toronto, Canada, April 17-24, 1966)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Conference Reports, *Educational Needs, *Exceptional Child Education, *Gifted, *Handicapped Children

Presented is a collection of 70 short papers (conference reports) on special educational needs for handicapped and gifted children. Representative topics among 12 papers on the gifted are anatomy of education for the gifted, implications of qualitative assessment of intelligence and creativity, and employment status and characteristics of high school dropouts of high ability. Of 14 papers on mental retardation, selected topics include application of language and communication models in programs for trainable retarded, communication needs and programs in mental retardation, and a comparison of normal and subnormal subjects using visual structured categorization tasks. Representative topics from 10 papers on communication disorders are hearing assessment of neurologically impaired children, counseling parents of preschool hearing impaired children, and vocational information for intellectually slow deaf adults. Six papers then discuss behavioral disorders in the emotionally disturbed child, followed by 10 papers on different aspects of learning disabilities. Then presented are two papers on visual impairment, three papers on preschool programs, three papers on administration, two papers on teacher education, four papers on international aspects of special education, and four concluding general papers. (CB)

ED 061 700 **EC 041 908**
Selected Convention Papers: 45th Annual International CEC Convention (St. Louis, Missouri, March 26-April 1, 1967).

Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 67
Note—294p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administration, Comparative Education, Disadvantaged Youth, *Educational Programs, Emotionally Disturbed, *Exceptional Child Research, Gifted, *Handicapped Children, Homebound, Hospitalized Children, Instructional Materials Centers, Learning Disabilities, Mentally Handicapped, *Research Reviews (Publications), Teacher Education, *Teaching Methods, Visually Handicapped

Included are papers, some in abridged or abstract form, on the following areas: 15 on the gifted; seven each on mental retardation and on information services; five each on the disadvantaged, teacher education, and general concerns; four on behavioral disorders; three each on visual impairment, learning disabilities, the

homebound and hospitalized, international aspects of special education, and administration; and two on hearing impairment. (This document previously announced as ED 031 029.) (JD)

ED 061 701 EC 041 909

Selected Convention Papers: 46th Annual International CEC Convention (New York, New York, April 14-20, 1968).

Council for Exceptional Children, Arlington, Va. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 68

Note—358p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Abstracts, Administration, Aurally Handicapped, Comparative Education, *Conference Reports, Design Needs, Emotionally Disturbed, *Exceptional Child Education, Gifted, *Handicapped Children, Homebound Children, Hospitalized Children, Instructional Materials, Learning Disabilities, Mentally Handicapped, Speech Handicapped, Teacher Education, Visually Handicapped

A collection of selected convention papers is presented on the following topics: the gifted child, children with behavioral disorders, the visually handicapped, programs in special education, the homebound and hospitalized, children with learning disabilities, international aspects of special education, general articles, administration programs, children with communication disorders, mentally retarded children, research in special education, teacher training programs, and general session addresses. Each unit of reports is available on microfiche. (This document previously announced as ED 031 865.) (WW)

EM

ED 061 702 EM 009 476

Geduld, Harry M., Ed. Film Makers On Film Making.

Pub Date 69

Note—302p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$7.50 Paperback \$2.35)

Document Not Available from EDRS.

Descriptors—Color Presentation, Film Production, Films, *Film Study, Photographic Equipment, Photography, Production Techniques, Theater Arts

This collection includes essays by and interviews with more than 30 film-makers, both classic and contemporary, on the subjects of their major interests and procedures in making films. The directors are: Louis Lumiere, Cecil Hepworth, Edwin S. Porter, Mack Sennett, David W. Griffith, Robert Flaherty, Charles Chaplin, Eric von Stroheim, Dziga Vertov, S. M. Eisenstein, Carl Dreyer, Alfred Hitchcock, Tony Richardson, Jean Cocteau, Alain Resnais, Alain Robbe-Grillet, Jean Bunuel, Ingmar Bergman, Federico Fellini, Michelangelo Antonioni, Fritz Lang, Andrzej Wajda, Josef von Sternberg, Orson Welles, Satyajit Ray, Akira Kurosawa, Lindsay Anderson, J. A. Bardem, David Lean, Jean Renoir, and Kenneth Anger. An introduction briefly discusses what it means to speak of a director's style, how the filmmaker organizes his material, and how a filmmaker's methods differ from those of the dramatist. (JK)

ED 061 703 EM 009 505

Frank, Josette

Television: How to Use It Wisely With Children. Third Revised Edition.

Child Study Association of America, Inc., New York, N.Y.

Pub Date 69

Note—24p.

Available from—The Child Study Association of America, Inc., 9 East 89th Street, New York, N.Y. 10028 (\$1.10)

Document Not Available from EDRS.

Descriptors—*Children, *Commercial Television, *Parent Attitudes, Parent Child Relationship, *Parent Responsibility, Programing (Broadcast), Social Behavior, Socialization, *Television Viewing, Viewing Time, Violence

Now that television (TV) appears to be here to stay, parents should not resign themselves to it, but rather thoughtfully manage its use by their

children. Children should be provided with play activity to break into the spell-binding hold of the TV set. Also, it is wise to sift through TV programs according to the child's make-up, and provide reasonable limits to children's TV viewing—if a child spends too much time in front of the TV set, his parents should take stock of what else is happening in his life. The violence that children see on TV can be bad for them in large doses, and sometimes it is necessary to keep the child from watching certain programs. Parents should also take care to express their own attitudes when those which TV presents conflicts with them. Parents and children should watch television together: hopefully, this would widen the child's range of interests. For this reason at least, it is not a good idea to give the child his own TV set. It is important that children be given most of the responsibility in budgeting their time around their favorite TV programs, although parents should keep a watchful eye on them. Finally, children are entitled to more good programs made especially for them, and parents should pay attention to this need and support efforts in that direction. (SH)

ED 061 704 EM 009 572

Dillman, Frederick E., Jr.

Instructional Objectives: Specificity and Behavior. Dillman Associates, Menlo Park, Calif. Inst. of Communication Technology.

Pub Date 71

Note—39p.

Available from—Dillman Associates, 2180 Gordon Avenue, Menlo Park, California 94025 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Covert Response, *Educational Objectives, Overt Response, *Programed Texts

Instructional objectives, specificity, and behavior are discussed in order to teach educators how to reach the correct level of specificity when writing behavioral objectives. The programed text shows the difference between 1) educational goals and instructional objectives, 2) meaningful skills and teaching points, 3) principal performance and indicator behavior, 4) overt and covert behavior and defines significant behavior for specific grade or level. (JY)

ED 061 705 EM 009 585

Daniels, R. W. And Others

Automated Operator Instruction in Team Tactics. Honeywell, Inc., Minneapolis, Minn.

Spons Agency—Naval Training Device Center,

Orlando, Fla.

Report No—NAVTRADEVEN-70-C-0310-1

Pub Date Jan 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, Educational Specifications, Educational Strategies, Instructional Technology, Marine Technicians, Military Personnel, *Military Training, *Task Analysis, Task Performance, Taxonomy, *Team Training, Teamwork, Technical Education, Training

Identifiers—Department of Defense

The report discusses the applicability of available advanced training technologies to the training of Navy tactical teams. An experiment was conducted to test whether there is sufficient commonality in team tasks performed in existing team tactics trainers to warrant development of a team training system for specific advanced technologies. Data were collected for team tasks learned in representative training devices for air, surface and subsurface tasks. These data were analyzed for commonality among and within training devices using a numerical taxonomy. Results indicated little commonality when total tasks were inspected, but more commonality when stimulus, cognition, and response elements were compared. A major recommendation is that the Navy concentrate on improving the effectiveness of existing devices rather than launching a program to develop a generalized training device. (RB)

ED 061 706 EM 009 587

Lidstone, John McIntosh, Don

Children As Film Makers.

Pub Date Apr 70

Note—111p.

Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N.Y. 10001 (\$7.95)

Document Not Available from EDRS.

Descriptors—Animation, *Elementary School Students, *Film Production, *Films, Film Study, Photographic Equipment, Photography, *Resource Guides

Based on the premise that film making can be of much greater value in education than is generally realized, this book tells the classroom teacher how to help children make their own films from beginning to end. A detailed text illustrated by drawings and photographs explains the basics of camera operation, editing, splicing, animation, titling, and projection. Ways to guide children toward successful structuring of their films, methods of practical classroom organization of supplies and equipment, and ideas for the exhibition of films and the presentation of film festivals are discussed. (Author/JY)

ED 061 707 88 EM 009 598

INDICOM. (Individual Communications System). Final Report.

Waterford Township School District, Pontiac, Mich.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 30 Nov 70

Grant—OEG-67-04301-0

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Demonstration Programs, *Educational Development, Educational Innovation, *Educational Research, Elementary Education, Experimental Schools, Federal Programs, Instructional Innovation, Programed Instruction, Programing, Teaching Methods

Identifiers—Elementary and Secondary Education Act Title III, INDICOM, Individual Communications System, SIMPLE

The Individual Communications System (INDICOM) was begun in 1967 in Waterford School District, Michigan, as one of the first public school computer-assisted instruction projects in the Midwest. Its specific aim in developing CAI was to fuse the latest technology with the best thinking in education so as to create an instructional system which would allow each student to enter at his own level and to proceed at his own pace. This document serves as a yearbook and complete description of the program and its personnel. INDICOM's directors maintained the thesis that instructional innovation must begin with the teachers (who were trained in CAI program design) or it will end outside the classroom door. Full description of the development of all aspects of the program is given. The feeling is expressed throughout that INDICOM's experience has been a great success and that it documents the potential of computer instruction in individualizing teaching and in solving the problems of U.S. public education. (RB)

ED 061 708 EM 009 600

Cable Television Service; Cable Television Relay Service.

Federal Communications Commission, Washington, D.C.

Pub Date 12 Feb 72

Note—91p.; Part II

Journal Cit—Federal Register; v37 n30 February 12, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, Broadcast Reception Equipment, *Cable Television, *Federal Legislation, Federal State Relationship, *Standards, Television

Identifiers—FCC, *Federal Communications Commission

The rules and regulations of the Federal Communications Commission (FCC) concerning cable television service and cable relay service are presented along with the comments of the National Cable Television Association, the National Association of Broadcasters, the Association of Maximum Service Telecasters, and a major group of program suppliers. The docket covers four main areas: television broadcast signal carriage; access to, and use of non-broadcast cable channels, including minimum channel capacity; technical standards; the appropriate division of regulatory jurisdiction between the Federal and State-local levels of government. A table lists the significantly viewed television stations in the U.S. which will be subject to these rules. (JY)

ED 061 709 EM 009 611

Johnson, Timothy And Others

Guide to VTR: A News Report on Equipment, Suppliers and Applications.

Pub Date 71
Note—108p.

Available from—Ovum Limited, 22 Grays Inn Road, London WC1 8HT, England (8 pounds, \$19.28, plus postage)

Document Not Available from EDRS.

Descriptors—Catalogs, Video Cassette Systems, *Video Equipment, *Video Tape Recordings

Concise and up-to-date information about videotape recorders (VTR) is presented in a form designed to be useful to non-technical people as well as to the industry itself. The emphasis is on providing current information about such things as prices and applications ideas rather than background information about technology or production methods. The guide is divided into three main sections: tables of recorders, cameras, and monitors currently on the market; a catalog of companies and individuals providing equipment and services; and a selection of the ways in which industries use VTR and comments on their experiences. Although the book is aimed at the British audience much of the information is generally applicable. (JY)

ED 061 710 EM 009 616
Charles, John P. Johnson, Robert M.

Automated Training Evaluation (ATE). Final Report.

LOGICON, Inc., San Diego, Calif.

Spons Agency—Naval Training Device Center, Orlando, Fla.

Report No.—NAVTRADEVEN-70-C-0132-1

Pub Date Jan 72

Note—165p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Automation, *Computer Assisted Instruction, Digital Computers, Educational Specifications, *Feasibility Studies, Flight Training, *Military Training, Simulators, Task Analysis, Technological Advancement, *Training Techniques

The automation of weapons system training presents the potential for significant savings in training costs in terms of manpower, time, and money. The demonstration of the technical feasibility of automated training through the application of advanced digital computer techniques and advanced training techniques is essential before the application of such techniques is warranted. The advanced computer techniques include the incorporation of real time performance monitoring and course scheduling. The advanced training techniques center on the feasibility of adaptive training based on performance measurement reflecting operational performance requirements. Automated Ground Controlled Approach and emergency procedures tasks were implemented on the Naval Training Device Center-Training Device Computer System (TRADEC system) and tested with operational pilots. The results demonstrated the feasibility of automated training as well as the acceptance of the training technique by operational personnel. Recommendations for the testing of the effectiveness and efficiency of the techniques are made. (Author)

ED 061 711 EM 009 617
Audiovisual Market Place 1972-1973. A Multimedia Guide.

Pub Date 13 Mar 72

Note—293p.

Available from—R. R. Bowker, Co., 1180 Avenue of the Americas, New York, N. Y. 10036 (\$17.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *Directories, Educational Radio, *Educational Technology, Educational Television, *Guides, Manufacturing Industry, Merchandise Information, Professional Associations

The audiovisual (AV) field has been expanding rapidly, although in the last year or so there is evidence of a healthy slowing down in growth. This fourth edition of the guide to the AV industry represents an attempt to keep abreast of the information and to provide a single publication listing the many types of AV organizations and products which are relevant to education. Listed by section are producers and distributors of AV material; the manufacturers of equipment; associations; educational radio and television stations; reference works, serial and review publications; and a 1972-73 calendar of AV exhibits and conferences. In addition, classified indexes are provided to help the user locate firms producing specific media or manufacturing particular equip-

ment. Entries under producers or manufacturers are alphabetically arranged by company name, and information includes key personnel, addresses, phone numbers, grade level and subject areas of materials offered, trade and professional affiliations, and the availability of catalogs and brochures. Two additional indexes are offered: an alphabetical listing of all entries with page references, and a subject index indicating firms producing AV materials in 19 subject areas. (Author/SH)

ED 061 712 EM 009 642

Sucky, Robert R.

CATV: Education's Pipeline or Pipedream.

Wisconsin Audio-Visual Association.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Community Antennas, Community Education, Educational Facilities, *Educational Innovation, Educational Resources, *Educational Technology, School Community Programs, Televised Instruction, Television

A basic introduction to cable television (CATV) is presented. With newly increased capacity and reduced cost, cable television offers a wide spectrum of potential uses to the community, an important one of which is in education. Schools can use CATV in at least four broad areas: instruction, in-service education, administrative communication, and community information. In this short manual basic policy is discussed and schools are advised to move early to reserve specific channels for education, to provide for connecting the schools to the cables and for necessary information inputs. A checklist for the newcomer to CATV is given. (RB)

ED 061 713 EM 009 647

Nassau Educational Resource Center Catalog of Professional Materials. Associate Special Education Instructional Materials Center (ASEIMC) Collection.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date 71

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Catalogs, Curriculum Guides, *Exceptional Students, Handicapped, *Handicapped Children, Handicapped Students, *Information Centers, Instructional Materials Centers, Special Education

Identifiers—ASEIMC, Associate Special Education, Instructional Materials Center, *Nassau Educational Resources Center, NERC

This catalog lists the resources of the ASEIMC (Associate Special Education Instructional Materials Center) of the Nassau Educational Resources Center (NERC). ASEIMC is part of a network which acquires, stores, and loans instructional materials for handicapped children; for the continuing education of professional personnel involved in the education and care of handicapped children and youth; and the study, development, and dissemination of curriculum materials for special education programs. The materials in this catalog are arranged by media. The books are further subdivided according to subject area and an author index is included. Curriculum guides and pamphlets are to be found under categories listed in this catalog. (JK)

ED 061 714 EM 009 652

Rigney, Joseph W. Williams, Louis A.

A General-Purpose ASCII Decoder for Control of Peripheral Devices for CAI Terminals.

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No.—TR-69

Pub Date Jan 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Computers, *Input Output Devices, On Line Systems, Time Sharing

Identifiers—*American Standard Code Information Interchange, ASCII

The ASCII (American Standard Code for Information Interchange) decoder described here accepts inputs from an acoustic coupler, or Modem,

in a remote time-sharing system. On receipt of a special command character the decoder recognizes, stores, and decodes the next two decimal digits. The output can be used to access any one of 100 items. For example, the decoder allows a random-access slide projector to be operated under computer control. The report contains complete specifications, including a description of the functions of the circuits in the decoder. (Author)

ED 061 715 EM 009 653

Lavin, Marvin H.

The Relative Effectiveness of Three Types of Notes Used as Adjunct Study Activities to Group Audiovisual Instruction.

Iowa Univ., Iowa City. Coll. of Education.

Pub Date Aug 71

Note—99p.; Ph.D. thesis submitted to the College of Education of Iowa University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, *Classroom Materials, Educational Research, Instructional Aids, *Study Guides, Teacher Developed Materials

A graduate thesis investigated the value of notetaking and prepared notes as adjunctive activities in audiovisual instruction. In the first experiment, taking notes on prepared topic outlines was found to be better than taking notes on blank paper. In the second experiment, not taking on topic outlines and the use of study guides were shown to be similarly effective for both learning and retention. Printed introductions however had little effect. The conclusion is that printed material may be developed for guiding learners to specific content, for providing them with information vital to the understanding of a lesson, and for eliciting student participation when indicated. (RB)

ED 061 716 EM 009 655

Pate, Richard D.

Computer Managed Personalized Learning Process (CMPLP).

Pinellas County District School Board, Clearwater, Fla.

Pub Date 29 Jan 72

Note—25p.; Paper presented at the Florida Educational Research Association Conference (Ft. Lauderdale, Florida, January 29, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Elementary Education, *Individualized Instruction, Information Storage, *Models, *Recordkeeping, Systems Approach

In individualized instruction, the amount of recordkeeping which must be done can be best handled by computer. In this paper, the logistics of recordkeeping in elementary education is explored through a systems approach. A model is proposed which can be used manually to keep track of progress in various skills. The model can easily be adapted to computerization. The steps in the model, including testing, diagnosis, prescription, and evaluation, are explained here and illustrated with flow charts. (JK)

ED 061 717 EM 009 656

EVR Television Catalog.

Pub Date 72

Note—96p.

Available from—C. S. Tepfer Publishing Co., Inc., Ridgefield, Connecticut 06877 (\$3.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Catalogs, Films, *Video Cassette Systems, Video Equipment, *Video Tape Recordings

Identifiers—*Electronic Video Recording, EVR

Electronic Video Recording (EVR) is a system which permits the user to play programs of any type, at any time he desires, using an EVR player which connects to his television set and EVR cartridges. This catalog provides detailed information about more than 600 programs which many organizations have declared an intention to offer on EVR cartridges. Three main working sections comprise the catalog: a topic index provides an alphabetized listing of the topics, subjects, key words, and concepts covering the titles in the catalog; a title index offers an alphabetized listing of all titles in the catalog with a brief description of the content of each title plus additional information about its availability and use; and a source index lists alphabetically the sources or distributors from whom the listed titles may be

obtained. Included in the information for each title in the title index are the clearances available for distribution and use—individual, closed circuit television, or cable television—as well as associated materials, topic headings in the topic index, medium, length in minutes, price, and recommended level. (Author/SH)

ED 061 718 EM 009 659

Pacifica Programs 1972 Catalog.

Pacifica Tape Library, Berkeley, Calif.

Pub Date 72

Note—46p.

Available from—Pacifica Tape Library, 2217 Shattuck Avenue, Berkeley, California 94704 (\$1.00 for ten issues a year)

Journal Cit—Pacifica Programs; v3 n1

Document Not Available from EDRS.

Descriptors—Activism, African Culture, Broadcast Industry, *Catalogs, Corrective Institutions, Creativity, Drug Education, Ecology, Law Enforcement, Minority Groups, Non Western Civilization, Nuclear Warfare, *Open Education, Philosophy, *Phonotape Recordings, Politics, Psychology, Student Behavior, *Tape Recordings

Audiotapes for alternative educational and cultural institutions have been selected from Pacifica's Tape Archives of over 10,000 programs for this third annual catalog. This 1972 catalog supercedes all previous Pacifica Tape Library publications, and includes many listings from previous years. The programs are listed under appropriate subject headings; each listing is provided with a brief description which includes its length in minutes. Subject areas under which the tapes are grouped include various minority and disadvantaged groups, ecological problems, drugs, alternative education, student dissent and peace, law and order, prison conditions, science and the threat of atomic war, broadcast industry, politics in America, psychology, philosophy, Asia, the Soviet Union, Africa, famous names, and creative people. (SH)

ED 061 719 EM 009 687

1972 Broadcasting Yearbook.

Broadcasting Publications, Inc., Washington, D.C.

Pub Date 72

Note—674p.

Available from—Broadcasting Publications Inc., 1735 DeSales Street, N.W., Washington, D.C. 20036 (\$14.50)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Broadcast Reception Equipment, *Commercial Television, *Directories, Equipment, Marketing, *Radio, Standards, *Television, Television Commercials, Viewing Time

Identifiers—Federal Communications Commission, National Association of Broadcasters

The 1972 broadcasting yearbook provides complete information about the broadcast industry. An opening section offers a television (TV) directory, various TV statistics, such as demographics, distributions, sales, and rankings, which can be used for market strategies, and other useful information for those involved in communications. A section on TV facilities includes a list of stations under each state with descriptive information. Similar information is provided for Canada. An AM/FM station directory with detailed information about each station is provided in a radio facilities section, along with other information about radio stations and services. A broadcast equipment directory comprises the next section, with additional information about station application procedures and Federal Communications Commission (FCC) rules regulating radio and TV. The last two sections present National Association of Broadcasters (NAB) codes and program services, and agencies, representatives, networks, and trade groups. (SH)

ED 061 720 EM 009 691

Innovation and Experiment in Education.

President's Science Advisory Committee, Washington, D.C.

Spons Agency—National Academy of Sciences - National Research Council, Washington, D.C.

Pub Date Mar 64

Note—77p.; Formerly available from U. S. Government Printing Office

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education, Educational Change, Educational Disadvantage, Educational Legislation, Educational Methods, Educational

Quality, *Educational Research, Educational Trends, Elementary Education, Experimental Programs, *Federal Programs, Music Education, Progressive Education, *Research Needs, Secondary Education, Teacher Education

Identifiers—Panel on Educational Research and Development

The Panel on Educational Research and Development was formed in 1961 to identify research and development programs which might benefit the wide range of educational activities conducted by various Federal agencies. This report summarizes the Panel's proceedings through 1964. Its thesis is that the efficacy of the entire educational establishment can be increased by disseminating the results of worthwhile innovation. To date the Panel's activities have largely concerned elementary and secondary education and the education of teachers. Included are reports on seminars held for eminent educators on such subjects as learning about learning, music education, non-graded schools, and education for the deprived and segregated. The development of a new physics course at MIT is discussed in more detail as an example of curricular innovation. Developing whole experimental school systems is also considered as a possible reform. (RB)

ED 061 721 EM 009 693

Project R-3; A Motivational Program Emphasizing Student Readiness, Subject Relevance, and Learning Reinforcement Through Individualized Instruction, Intensive Involvement, and Gaming/Simulation.

San Jose Unified School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date 72

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Guides, *Educational Games, Games, Game Theory, *Mathematics Instruction, Mathematics Materials, Motivation, Reading Achievement, *Reading Instruction, Reading Materials, Reading Material Selection, Reading Skills, *Remedial Instruction, Remedial Reading, Secondary School Students, *Simulation, Teaching Methods, Teaching Procedures

Identifiers—*Project R 3

A course intended to upgrade essential reading and mathematics skills in students who show poor performance or negative attitudes towards school has been developed at A. Lincoln High School in San Jose, California. Called Project R-3, it seeks to motivate students by emphasizing student readiness, subject relevance, and learning reinforcement through a varied program of individualized instruction, field trips, and gaming and simulation devices. The program for 1970-1972 taught grades eight and nine. Average gain in basic skills was nine months for reading and one year for mathematics, over seven months of instruction. The contents of this report include a complete program description and guide to replication, a discussion of the theory of gaming and simulation, and sixteen games and simulations to be used in reading and mathematics instruction. (RB)

ED 061 722 EM 009 705

Hedl, John Joseph, Jr.

An Evaluation of a Computer-Based Intelligence Test.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 1 Jun 71

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Computer Programs, Group Intelligence Testing, Intelligence Quotient, *Intelligence Tests, Measurement Techniques, Psychological Evaluation, Psychological Tests, Student Evaluation, *Testing

Identifiers—SIT, *Slosson Intelligence Test

A study demonstrated the feasibility, reliability and validity of a computer-administered intelligence test. The computer-based test (Slosson Intelligence Test) was compared with a conventional examiner-administered test given to the same college students within the same week. In addition it was evaluated as a predictor of college grade point average. It scored high in both tests,

being the best predictor of future college grade point average. The computer testing experience, however, led to higher levels of anxiety than normal examiner testing sessions. The attitudinal and anxiety data presented indicate that there might be a complex interaction between the nature of the test and the quality of the computer programming procedures that in turn determines the affective response. (RB)

ED 061 723

EM 009 707

Long, John V.

The Effect Upon Verbal Interaction Data of the Medium Employed in the Codification Process.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Pub Date 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, Educational Research, *Interaction Process Analysis, Measurement Techniques, Observation, Phonotape Recordings, Research Design, *Research Methodology, Verbal Communication, Video Tape Recordings

Identifiers—FSIA 10, FSIA 22

Persons quantifying classroom verbal interaction may obtain varying results as a consequence of using different media forms in their experiments. A study was done to see if the medium used in the codification process has an effect upon data obtained, and if so, what the nature of the effect is. Codification consists of the translation of observed behavior into analyzable data. Classroom verbal interaction is defined as the verbal behavior of students and teachers in the classroom. Four possible media for data collection about this behavior are direct observation, audiotape recordings, videotape recordings, and typescripts. The experiment showed that for certain verbal behaviors the medium used in the observation did exert a significant influence on the data obtained. However, these effects did not become more pronounced with increasing complexity in the system of behavioral categorization used. A major conclusion was that, with the exception of typescript, factors such as cost and ease of data collection should be given primary consideration in choosing a medium. (RB)

ED 061 724

24

EM 009 709

Baer, Donald S.

Comparing Two Methods of Teaching Pre-School Children to Read and Spell at an Electric Typewriter, Their Reaction to the Experience, and the Significance to Early Childhood Education. Final Report.

Creative Learning Center, Dallas, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—BR-1-F-041

Pub Date Apr 72

Contract—OEC-6-71-0484(509) BN-1-F041

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Research, *Comparative Analysis, *Conventional Instruction, Directed Reading Activity, *Discovery Learning, Early Childhood Education, Educational Experiments, Educational Theories, Learning Theories, Motivation Techniques, Open Education, Reading Development, *Reading Instruction, Reading Research

Identifiers—*Talking Typewriters

An experiment tested the efficacy of "discovery learning" in a school setting. Fifty-two bright children ages one to seven were randomly divided into two groups: a discovery learning, non-directed group and a guided learning, teacher-directed group. After both groups had spent eight months using an individualized "talking typewriter" program designed to teach spelling and reading skills, the children were tested on the WRAT (Wide Range Achievement Test) reading and spelling achievement tests. The two groups showed no significant differences. Objective and subjective measures of motivation likewise yielded no strong difference between the two groups. It thus appears that any differences between the two teaching approaches either do not exist or are so small as to be mitigated in long-term school use. (RB)

ED 061 725

EM 009 710

Taylor, John E. And Others
The Interrelationships of Ability Level, Instructional System, and Skill Acquisition.
 Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
 Report No.—PP-29-70

Pub Date Sep 70

Note—10p.; Paper presented at the American Psychological Association Annual Meeting (Miami Beach, Florida, September 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, *Achievement, *Aptitude, Educational Programs, *Learning Characteristics, Student Testing, *Teaching Methods

The impact of aptitude differences on learning performance is assessed. As a result of the assessment, instructional strategies are being developed to make efficient training programs for men of differing aptitude levels. Observations were that the high level group did better when left without a structured training program. The middle range was also able to work at its own speed but preferred to have authority figure who could answer questions around. The low aptitude groups required a complete structured program in which the instructional sequence is kept down to small steps presented on an elementary language level. (Author/JK)

ED 061 726

24

EM 009 712

Weisberger, Robert A. Coles, Gary J.
Evaluating the Potential of Films for Improving Self-Image in Minority Group Children. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Report No.—AIR-84400-12-71-FR

Pub Date 31 Dec 71

Contract—OEC-9-9-140904-0036(057)

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, *Changing Attitudes, Ethnic Stereotypes, Evaluation Techniques, *Films, Identification (Psychological), Mexican Americans, *Minority Groups, Negro Youth, *Self Concept, Self Esteem

An exploratory study attempted 1) to identify elements of an existing film, "Frederick Douglass," which might affect self-image; 2) to incorporate such elements during the production of two new films, "John Mercer Langston," directed towards children, and "When Children Search for Themselves," directed towards teachers, and 3) to evaluate the effectiveness of these new films, combined with class discussion, for white, black, and Mexican-American ethnic groups. After the first two purposes were achieved, the "Langston" film was shown to a sample of sixth graders and the "When Children" film to their teachers. Analysis of the effects of these films showed that self-images of the various ethnic groups were modified, but not in any consistent way across instruments. The conclusion was that the new films may bring about realistic self-appraisal, but additional educational materials to develop self-enhancing behaviors are also required. (Author/JK)

ED 061 727

EM 009 714

HumRRO Bibliography of Publications; As of 30 June 1971.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Defense Documentation Center, Alexandria, Va.

Pub Date Sep 71

Note—355p.; 20th Anniversary issue

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Annotated Bibliographies, Educational Research, *Educational Technology, Federal Programs, *Human Resources, Instructional Technology, Military Training, Organizational Change, Organizations (Groups), Professional Training, Publications, Research and Development Centers, Team Training, *Training

The Human Resources Research Organization (HumRRO) is a nonprofit research and development corporation whose purpose is to improve human performance, particularly in organizational settings, through behavioral and social

science research, development, and consultation. HumRRO research and development work in a wide range of special training and innovations in training technology is reported in this complete and cumulative bibliography. The bibliography is organized into three main parts, the first of which is a list of Fiscal Year (FY) 1971 items, listed chronologically under the research code name, under the type of research effort, or under a general section. Part Two is a cumulative listing (with abstracts) of all material that has been published by HumRRO since its inception, including that published in FY 1971 and is organized similarly to Part One. Part Three is a separate listing of research and development products and experimental materials which may be suitable for adaptation for operational use. They are briefly described under the research code names or general category to which they relate. Also included are an author index, a sponsor index, and a key-word-out-of-context index. (Author/SH)

ED 061 728

EM 009 716

Dunn, Walter L.

Integration of Three New Teaching Techniques in an Introductory Computer Course.

Pub Date 17 Jan 72

Note—12p.; Paper presented at the ACADEMOS program at the Annual Conference, ASEE (United States Naval Academy, Annapolis, Maryland, June 22, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Comparative Analysis, *Computer Science Education, Proctoring, Programed Instruction, *Teaching Techniques, Testing

Identifiers—Fields Type Tests, Keller System

Three new teaching techniques, using established principles of learning, were combined to teach an introductory digital computer course to college students. The techniques were: 1) programed instruction; 2) Fields-type teaching tests, "a discrimination method to teach concepts by modifying the examination procedure to emphasize similarities rather than differences," and 3) the proctorial system of instruction (PSI), or self-paced instruction. At the completion of the course, 86 percent of the students said they preferred this system to conventional lecture. Advantages of this method are that students appear to learn more, use of proctors is less expensive than use of instructors, and materials can be developed by the teacher while he is teaching the course. (JK)

ED 061 729

EM 009 718

Illich, Ivan

Deschooling Society.

Pub Date 70

Note—116p.; World Perspectives Series, Volume 44

Available from—Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Economic Disadvantage, *Educational Change, Educational Innovation, Educational Needs, *Educational Philosophy, *Educational Theories, Social Organizations, *Social Structure

Identifiers—*Deschooling

The author calls for a "cultural revolution" and urges a radical examination of the social myths and institutions by which we presently live our lives. He scores the present educational structure in America as a sacred cow which suits people for a life of consumption rather than action. In its stead he proposes a "deschooled" society; legal protection from the obligatory, graded curriculum; laws forbidding discrimination on the basis of prior schooling; the formation of skill centers where useful skill can be learned, taught by those best equipped to teach them; and peer-matching by which the learned may share their knowledge with those seeking instruction. Central to the scheme of "deschooling" is the idea of an educational voucher system—in which economic credit units allow the learner to choose what he will learn, from whom he will learn, and why he will learn. In this way, Illich hopes to humanize our increasingly technological society and destroy the "school myth". (JY)

ED 061 730

EM 009 725

Grunig, James E.

Organizational Communication and Social Action.

Pub Date 19 Apr 72

Note—25p.; Paper presented at the International Communication Association Annual Meeting (Atlanta, Georgia, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), Behavior Change, *Change Agents, *Changing Attitudes, *Communication (Thought Transfer), Community Change, Group Structure, Organizational Change, *Poverty Research, *Social Change

Communication researchers have studied the role of the change agent—the professional helper who stimulates change at the individual, group, organizational, or community level. Few recognize, however, that the change agent is a member of a formal organization whose norms and values often diverge from those of the clientele system. This paper attempts to conceptualize the nature of communication between two systems whose norms and values diverge from one another and to determine the possible effects such communication can achieve. The concepts developed are applied to the problem of auditing the effectiveness of an organization's communication with its clientele. Research evidence from studies conducted in Colombia show the importance of the organization in determining the behavior of change agents. Evidence is presented to show the nature of communication between organization and clientele by anti-poverty agencies in the United States and the nature of inter-organizational communication within a community. Finally, a theory of inter-system communication is developed and concepts and measuring devices are presented for auditing the effectiveness of extra-organizational communication. (Author/JK)

ED 061 731

EM 009 726

Bhaermen, Steve Denker, Joel

No Particular Place to Go: The Making of a Free High School.

Pub Date 72

Note—222p.

Available from—Simon and Schuster, Inc., 630 Fifth Avenue, Rockefeller Center, New York, N.Y. 10020 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Dropout Teaching, *Educational Change, Educational Innovation, *Experimental Schools, Middle Class Culture, Potential Dropouts, *Secondary Education, Teaching Methods

Identifiers—*Free Schools

Two radical teachers set up a "free school" in Washington, D.C. to offer an alternative education to disaffected, rebellious, bored, middle-class high school students. Some of their ideas work, some of them didn't. Their story is told in this book from the separate perspectives of the two teachers. In their first-hand account of the school and its effects on the lives of both teachers and students, they examine the philosophy of free schools and call for the application of this philosophy to bring about the radical reform of public secondary education. (JY)

ED 061 732

EM 009 727

Engelbart, D. C.

Advanced Intellect-Augmentation Techniques.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-CR-1827

Pub Date Feb 72

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Oriented Programs, Computers, *Computer Science, Information Networks, Intellectual Development, *Man Machine Systems, On Line Systems, Programming Languages, *Systems Development, *Technological Advancement

This progress report covers a two-year project which is part of a program that is exploring the value of computer aids in augmenting human intellectual capability. The background and nature of the program, its resources, and the activities it has undertaken are outlined. User experience in applying augmentation tools and techniques to various normal working tasks is described so as to convey an impression of what it is like to work in an augmented environment. The conclusion is drawn that this type of working-support, computer-aid systems for augmenting individual and team effort is going to be widely developed and used. Multi-access computer networks are seen to be especially important; they will become special marketplaces where a new kind of competitive evolution will take place, not only in hardware,

software, and special services, but also in roles, skills, working methods, and employment dynamics for the intellectual workers at the terminals. (Author/JK)

ED 061 733 24 EM 009 739

Rhyne, R. F. And Others

A Futures Perspective on Employer-Based Career Education, 1971-2000.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—EPRC-6747-13

Bureau No.—BR-7-1013

Pub Date Oct 71

Contract—OEC-1-7-071013-4274

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Planning, Job Skills, *Job Training, *Occupational Choice, Occupational Information, Social Factors, *Trend Analysis, Vocational Development, Vocational Education

Identifiers—EBCE, *Employer Based Career Education

Employer-based career education (EBCE) aims to familiarize students with a number of jobs and prepare them for those occupations by exposing them, first-hand, to various careers. Specifically, its goals are: 1) to reduce gratification lag by allowing earlier participation in occupations; 2) to aid students toward a responsible occupational choice by exposing them to several job experiences; 3) to provide knowledge, attitudes, and generalized skills which are necessary for a variety of entry-level jobs, and 4) to provide a total educational system, preparing students either for immediate employment or further education. How such a program would function and what success it would have depends on what the future in this country is like. Here, six "scenarios" of the years up to 2000 are outlined, tracing possible trends in personal values and the nature of the government. The way each scenario would affect EBCE's goals and assumptions is then discussed. (JK)

ED 061 734 24 EM 009 741

Persico, Connell F. McEachron, Norman B.

Forces for Societal Transformation in the United States, 1950-2000. Volume I.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—EPRC-6747-12

Bureau No.—BR-7-1013

Pub Date Sep 71

Contract—OEC-1-7-071013-4274

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American History, Changing Attitudes, Cultural Pluralism, Institutions, *Political Attitudes, Political Science, Power Structure, *Social Change, *Social Problems, Social Systems, Sociocultural Patterns, *Subculture

A research study considers forces for social change in the United States from both a historical and contemporary standpoint. Beginning with a historical account of American radicalism from before the Revolutionary War through the 1950's to its re-emergence since 1954, particular emphasis is given to different facets of the student movement and "counter culture." A theoretical framework is set forth which considers indicators of structural and cultural transformation. Synchronization between values, institutions, and environment is seen as vital to national stability. Future change is discussed, and it is concluded that a successful response to future problems will require changes in central elements in the cultural value system and a transformation of the structure and purpose of many American institutions. (RB)

ED 061 735 24 EM 009 744

Cropley, A. J.

Computers, Remote Teleprocessing and Mass Communication.

Saskatchewan Univ., Regina.

Pub Date Apr 72

Note—15p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communications, *Computer Science, Input Output, *Mass Media, Programming Languages, *Technological Advancement, *Telecommunication, Time Sharing

Recent developments in computer technology are reducing the limitations of computers as mass communication devices. The growth of remote teleprocessing is one important step. Computers can now interact with users via terminals which may be hundreds of miles from the actual main-frame machine. Many terminals can be in operation at once, so that many users may communicate with the central processing unit (CPU) simultaneously. Furthermore, computer languages are being developed which are peculiarly suited to such remote teleprocessing, and which permit communication in language closely resembling conversational English. The user can also ask supplemental questions and receive individualized answers. Thus, the computer's information is becoming available to any user who has access to electricity. Finally, costs are being sharply reduced by organizational systems like commercial time-sharing or establishment of user consortiums. Currently, work is going forward on a device which will make the transistor seem as bulky as the tube. This and other developments make the future of computers in mass communications enormous. (Author/JK)

ED 061 736 24 EM 009 745

Hayes, Eloise

Creative Expression Among Ethnic Groups in Hawaii.

Hawaii Univ., Honolulu. Coll. of Education.

Pub Date Apr 72

Note—22p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Attitudes, Creative Development, *Creative Expression, Creative Teaching, English (Second Language), *Ethnic Studies, Experimental Programs, Expressive Language, *Hawaiian, Instructional Innovation, *Language Skills

"Creative Expression" designates a program at the University of Hawaii for the development of better oral language skills among the children of Hawaii. This essay describes the program as it operates in the public schools. A more general account of Hawaiian personality is given; Hawaiian children tend to be quiet and unresponsive in the classroom in a manner which many teachers find disconcerting. "Creative Expression" aims at helping the children overcome inhibitions by speaking, playing games, and participating in adaptations of the performing arts, such as dance, drama, and music. The author tells of her personal experience with Hawaiian children and rates the program a great success. (RB)

ED 061 737 24 EM 009 746

Hindley, M. Patricia

Neighbourhoods of the Air.

Pub Date Apr 72

Note—11p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Culture, American Indians, *Communication (Thought Transfer), *Educational Needs, Educational Radio, Eskimos, Information Needs, *Information Networks, Information Services, Intercommunication, *Radio, Video Tape Recordings

Identifiers—Canada, *Radio and Visual Education Network, RAVEN

Recent educational and communications advances in Canada have generally bypassed the settlements that are home to more than fifty percent of the inhabitants of the Canadian north—the Indian and Eskimo villages. Radio and Visual Education Network (RAVEN) was developed so that these people would be provided with the means to find existing alternatives or develop alternatives themselves from the ongoing economic/political/social mainstream. RAVEN is a two-way single sideband radio, operating from a central headquarters on one of the reserves under direction of Indian people, which allows information to be passed rapidly and efficiently to people in the outlying villages. The information can then be passed from village to village; the people can exchange information and discuss it, get more immediate attention from government departments,

and find out how to handle current problems. RAVEN uses videotapes for visual communication, and Super 8 movie film to record cultural activities so that ceremonies and traditions can be preserved. Since people in urban areas also suffer from lack of information about matters which concern them, perhaps this model of two-way information systems could be adapted for use in urban areas. (Author/SH)

ED 061 738 24 EM 009 747

Kantor, Robert E.

Implications of a Moral Science.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Report No.—MR-EPRC-6747-16

Bureau No.—BR-7-1013

Pub Date Aug 71

Contract—OEC-1-7-071013-4274

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ethics, Human Development, Modernism, *Moral Values, Perception, Philosophy, *Science History, *Scientific Attitudes, *Scientific Concepts, *Scientific Research, Self Actualization, *Sensory Experience

Identifiers—Extra Sensory Perception

A research memorandum presents the results of an on-going study into the implications of a moral science. Adopting a moral stance in scientific investigation would entail the abandonment of analytic modes of inquiry for more holistic, open-ended ones. The basic premise of a moral science is that it is possible for men to reach agreement on what is healthy psychologically, just as agreement has been achieved on what makes for a nutritious diet. A second section of the report discusses the nature of scientific revolutions. Many social thinkers are quoted to explain what happens when one, all-inclusive paradigm for explaining natural reality is given up for another, less complete one which in the end provides more comprehensive and satisfactory explanations. Evidence for an impending change of paradigm is put forth, using the background of research into extrasensory perception and communication. (RB)

ED 061 739 24 EM 009 757

EARLY, L. F.

FM Radio; An Oral Communication Project for Migrants in Palm Beach County.

Palm Beach County Board of Public Instruction, West Palm Beach, Fla.

Pub Date Apr 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, *Community Migrant Projects, Community Programs, *Educational Radio, *Migrant Child Education, Migrant Children, Migrant Education, Program Descriptions, *Programming (Broadcast), Regional Programs

Identifiers—FM Radio

This report gives a full description of the broadcasting and operation of WHRS-FM, a FM radio station established by federal grant to serve migrant workers and their children in Palm Beach County, Florida. The goal of the project was to evaluate FM radio as a solution to the serious economic and educational problem of communicating with the migrant family. Specific aims included reducing children's absenteeism and increasing the participation of the family in school-related activities. Cooperation between the radio station and many local agencies permitted many specific local needs to be met. This document provides background information, economic data, program descriptions, lists of cooperating agencies, and rudimentary program evaluation which shows it to be effective. This document is reproduced from the best available copy. (RB)

ED 061 740 24 EM 009 760

Miller, Gerald R.

"I Think My Schizophrenia is Better Today," Said the Director of Graduate Studies Unanimously.

Michigan State Univ., East Lansing. Dept. of Communication.

Pub Date Apr 72

Note—12p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-20, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Community Colleges, *Doctoral Programs, Graduate Students, *Graduate Study, Research, Research Utilization, *Specialization Identifiers—*Communication Education

Many graduate programs in communication are plagued by "schizophrenia": a wish for relevance to today's problems on the one hand and an allegiance to objective research on the other. Rather than scrapping traditional practices, graduate programs should continue to emphasize the training of research scholars. The research tradition has justified itself by the advances in communication theory and methodology over the past 20 years. Further, good researchers are the ones most likely to benefit both their students and discipline. One beneficial change would be the movement toward a limited number of centers of excellence—some training humanists, others scientists, rather than continuing with the many doctoral programs now existing. Some programs would do better to stress utilization of research and the development of teaching expertise, for use in community colleges and inner-city schools. Such a program would be more useful than training every graduate student to do research. (JK)

ED 061 741 EM 009 763

Pettersen, Duane D.

Communication: A Helping Relationship.

Montana Univ., Missoula. Dept. of Speech Communication.

Report No.—SR-10

Pub Date 19 Apr 72

Note—23p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-20, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, *Communication (Thought Transfer), *Helping Relationship, Human Relations, *Information Theory, Intercommunication, *Interpersonal Relationship, Motivation Techniques, *Student Teacher Relationship

Communication theory has ignored a major component of the communicative process: the relationship which defines the sort of message being sent and how the message is to be interpreted. This relationship, not the message, is crucial to the development of personal meaning for the information being exchanged. In teaching and in all human relationships, the most positive behavior displays qualities of warmth, empathy, and genuineness. Messages which reveal whether these qualities are present or absent are vital if learning and other good behavior is to take place. They are more important than the technology and audiovisual aids which educators have been most concerned with. What distinguishes a good helper, teacher, or communicator from a poor one? It is five beliefs, which determine the kinds of relationship that develop between people. These beliefs are: 1) What do you believe is important?; 2) What do you believe people are like?; 3) What do you believe about yourself?; 4) What do you believe are your purposes?; and 5) What do you believe about your methods? (JK)

ED 061 742 EM 009 768

Tattire, Karen S.

Contract Grading in the Basic Communication Course: A Negotiation and Bargaining Situation for Communication Research.

Illinois State Univ., Normal. Communication Research Center.

Pub Date 19 Apr 72

Note—12p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-20, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, *Contracts, Educational Diagnosis, *Educational Strategies, Educational Theories, Feedback, Grades (Scholastic), *Grading, Higher Education, *Interaction Process Analysis, Performance Contracts, *Student Evaluation, Student Testing, Teacher Evaluation

The essence of interpersonal communication in negotiation is the achievement of consensus. This paper discusses the many variables which affect negotiation situations, in small groups or in large institutions like the university. Specifically, will proper orientation in the bargaining process increase the chances of reaching consensus? What importance is a difference in status between negotiation participants? Contract grading, a process in which the instructor of a course

negotiates with the student to determine his grade, is put forward both as the paradigm of an experiment into negotiation theory and as a practical possibility in university courses. Such contract grading would place competency demands on the teacher as the organization's arbitrator and would increase the validity of generalizing from data obtained in small discussion groups to individuals caught in the formalized status hierarchy of a large organization. Methods for controlling bargaining are discussed with reference to the logistics of the proposed study. (RB)

ED 061 743 EM 009 770

Nielsen, Keith E.

Theatre as a Communication Mode for the Study of Cultural Concepts of India.

California State Polytechnic Coll., San Luis Obispo. Dept. of Speech Communication.

Pub Date Apr 72

Note—62p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-20, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Dramatics, *Cultural Education, Dogmatism, Dramatic Play, Dramatics, Drama Workshops, *Experimental Teaching, *Indians, Role Playing, Sociodrama, Teaching Methods, Teaching Techniques, *Theater Arts

The production of plays enables the students to associate themselves with the total matrix of the play—its social, political, economic, and cultural aspects; thus theater teaching should be ideally suited to learning cultural concepts about a specific country. This study tested a program of theater teaching against a more conventional teaching program (lectures and the discussion of plays, but no active participation) to see which would best promote knowledge gain and change in affective behavior among ninth graders. The experimental group produced and acted in plays about India. Results showed that students preferred to participate in the theater experience, but that there was no significant advantage in knowledge gained. (RB)

ED 061 744 EM 009 773

Braun, Ludwig

Digital Simulation in Education.

Brooklyn Polytechnic Inst., N.Y.

Pub Date Nov 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Programs, Digital Computers, Science Instruction, *Simulation, Teaching Techniques

Simulation as a mode of computer use in instruction has been neglected by educators. This paper briefly explores the circumstances in which simulations are useful and presents several examples of simulation programs currently being used in high-school biology, chemistry, physics, and social studies classes. One program, STERIL, which simulates screw-worm fly population changes with the use of pesticides and sterilization techniques, is discussed in detail. (RB)

ED 061 745 24 EM 009 775

Bugental, James F. T.

The Human Possibility: An Essay Toward a Psychological Response to the World Macroproblems.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—MR-EPRC-6747-11

Bureau No.—BR-7-1013

Pub Date Sep 71

Contract—OEC-1-7-071013-4274

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developed Nations, *Educational Development, Humanism, Nuclear Warfare, Psychological Patterns, *Self Actualization, *Social Planning, Social Psychology, Social Values, Sociology, World Affairs, *World History, *World Problems Identifiers—Social Synergy

An essay explores alternative futures for mankind and the psychological and sociological changes needed to insure survival. The author asserts that to escape disaster it will be necessary to implement new concepts of control and self-direction; man's self-image must allow for the

spectrum of human diversity. Two alternative philosophical views of man, the mechanomorphic and the humanistic, are discussed, then the development of human culture is further elaborated on in terms of eight stages of maturation (called intentional gestalts) ranging from primitive to transcendent. It is concluded that increased realization of human potential requires social synergy rather than social competition. The essay discusses sketches for a new educational system to facilitate the actualization of human potential, and advances theories for obtaining an optimally functioning pluralistic society. (RB)

ED 061 746 EM 009 779

Damron, Wilbur T.

Uses of Video Tape in Sociometric Testing at the North Hills Project.

Arkansas Coll., Batesville.

Pub Date 14 Mar 72

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Retarded Children, *Sociometric Techniques, *Video Tape Recordings

A study was devised to test usefulness of sociometric techniques and videotaping with retarded subjects. There were four levels of utilization of videotaping used in the project. Retarded children participated in all conditions, and one child was also allowed to view playback of himself from a testing session. Normal children were used in testing with photographs (with videotapes being used for storage and analysis) and also for video of games. General findings indicate that retarded children seemed to be less distracted by the videotape equipment, that there might be some therapeutic value in allowing retarded subjects view their own activities, and that there appears to be a direct correlation between results (for sociometric testing) of using photographs and video methods. (SH)

ED 061 747 24 EM 009 783

Drews, Elizabeth M.

Policy Implications of a Hierarchy of Values.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—RM-EPRC-6747-8

Bureau No.—BR-7-1013

Pub Date Aug 70

Contract—OEC-1-7-071013-4274

Note—172p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Philosophy, Educational Policy, Human Development, *Individual Development, Personal Values, *Psychological Needs, *Self Actualization, Social Psychology, Social Values, *Values Identifiers—Maslow (Abraham)

The author examines (in some detail) five images of man—man as a bad animal, man as a blank sheet, man as a mixture of good and evil, man as naturally good, and man as able to transcend himself. Relying on the work of those like Abraham Maslow who follow the view of man as transcendent, the author sets forth her rationale for the assumption that man is a value-selecting animal, in need of a hierarchy of values. The relation of values to actuality, the foundation of a universal hierarchy of values, and the evolution and expansion of the hierarchy of values are examined in detail. A history of hierarchies is traced, leading up to a discussion of self-actualizing individuals and mass progress. The implications of the classical virtues of truth, beauty, and love for the synthesis of a value structure consonant with a self-actualizing individual are set forth. In conclusion, the author calls for a restructuring not only of education, but of all aspects of society to develop such a hierarchy and to promote institutions which foster it. (JY)

ED 061 748 EM 009 785

Andersen, Peter A. And Others

The Effects of Homophilous Hair and Dress Styles on Credibility and Comprehension.

Illinois State Univ., Normal. Dept. of Speech Communication.

Pub Date 19 Apr 72

Note—14p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beliefs, *Communication (Thought Transfer), *Comprehension, Identification (Psychological), Information Sources

Identifiers—Credibility, Heterophily, Homophily
To test several hypotheses related to source credibility, comprehension, and homophily of the source, a study was designed. The 124 college students from a basic communication course who served as subjects were presented a message on the effects of slavery in America by either a homophilous source, who wore his hair standing out from his head or who wore very casual clothes, and a heterophilous source, who wore his hair flattened down or who wore formal clothes. After the message, subjects were given a questionnaire containing 12 semantic differential scales measuring source credibility and a 10-question multiple choice test. Results of a 2-by-2 (hair style by dress style) analysis of variance showed that the audience did not perceive the long-haired homophilous speaker as more credible, although they did perceive the casually-dressed homophilous speaker as significantly more credible. No significant effect on comprehension was produced by the independent variables. (SH)

ED 061 749 EM 009 792

Lifelong Learning Films; 1972-1973.
California Univ., Berkeley. Media Extension Center.

Pub Date Feb 72
Note—238p.
Available from—University of California Extension Media Center, 2223 Fulton Street, Berkeley, California 94720

Document Not Available from EDRS.
Descriptors—Anthropology, *Catalogs, Documentaries, Education, Film Libraries, *Films, Foreign Language Films, History, Instructional Films, Medicine, Minority Groups, Physical Sciences, Psychiatry, Social Studies

Over 450 newly acquired films are described in this brochure. They are, for the most part, short black-and-white 16 mm films produced by the University of California Extension Media Center and selected films from other producers. The main entry section arranges the films alphabetically by title; it gives an annotation, the running time, rental/purchase price, and production date. An index classifies film titles into appropriate categories. The films cover a wide range of subjects including anthropology, education, geography, future studies, history, medical sciences, physical sciences, social studies, world affairs, and psychiatry. Full ordering information is given. (JY)

ED 061 750 24 EM 009 793

Sherman, Vivian S.
Two Contrasting Educational Models: Applications and Policy Implications.

Stanford Research Inst., Menlo Park, Calif.
Sporns Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—RM-EPRC-6747-9
Bureau No.—BR-7-1013

Pub Date Sep 70
Contract—OEC-1-70-071013-4274
Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Analysis, *Conventional Instruction, Educational Innovation, Educational Philosophy, *Educational Policy, Educational Technology, Individualized Instruction, Models, *Open Education, Teacher Characteristics, Traditional Schools

Two educational models are described: Alternative S, the structured situation stands for security and sureness gained through the equating of system and structure and through organization which preserves the status quo. Alternative O, openness, stands for ongoingness, and opportune moments for growth. Values and latent dangers of these two diverse models are presented, followed by a description of educational experiences that would follow from their underlying assumptions. Educator personalities and compatible situational contexts for each alternative are described. The two belief systems are examined relative to a wide variety of current educational issues to illustrate the extent to which different basic assumptions influence how problems are conceptualized and approached. The alternative systems are also projected against a broad socialization perspective, which reveals diverse consequences for human development and society. Implications of these two world views for the analysis of policy decisions are laid out. (Author/JY)

ED 061 751

Blake, Reed H.

Rumor Construction: An Analysis of a Case History.

Brigham Young Univ., Provo, Utah.

Pub Date 19 Apr 72

Note—20p.; Paper presented at the International Communications Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Communication (Thought Transfer), *Mass Media, Publicize

Identifiers—Kennedy (John F.), Onassis (Jacqueline Kennedy), *Rumors

Rumor can be viewed as a collective transaction whose component parts consist of cognitive and communicative activity; it develops as men caught together in an ambiguous situation attempt to construct a meaningful interpretation of the situation by pooling their intellectual resources. Of central importance in the construction and acceptance of a rumor is a state of high tension existing in the rumor's public during the time of its formation. The widespread rumor that John F. Kennedy was still alive (in a heavy guarded hospital room in Dallas) is perhaps an example of a rumor which formed during a time of low excitement, but which still achieved public acceptance. Probable reasons for the acceptance of the rumor are that 1) it formed a plausible explanation for the incongruous behavior (with that of her previous White House image) of Jacqueline Kennedy in marrying Onassis, 2) it did not require the public to accept a large departure from where they last saw the president or from his last known-before death-condition and 3) the report was legitimized by nationally or regionally known "authorities" and purportedly by the mass media. (SH)

ED 061 752

Siller, Robert C.

Guide to Professional Radio & TV Newscasting.

Pub Date Mar 72

Note—223p.

Available from—TAB Books, Blue Ridge Summit, Pennsylvania 17214 (\$9.95)

Document Not Available from EDRS.

Descriptors—*Audioinstructional Aids, *Broadcast Industry, Career Opportunities, Commercial Television, *Journalism, Mass Media, *News Media, Occupations, *Study Guides, Television, Writing

Written for those who want to get started in the field of broadcast journalism, this practical self-study guide discusses all the basic elements needed and shows how the professionals on both local and network levels prepare for a newscast. The content encompasses how a newscastman writes his copy, how he "plays" his story, and how writing style is developed. Also the guide explains how the professionals mark and time a script, how they "road map" for easy delivery on the air, how they stopwatch and back-time, and the various ways audio tape is used to advantage in broadcast journalism. A discussion of the fine points of television news begin with an examination of the services produced by the medium; information is provided about a typical TV newscast "line up", how news stories, commercials, promos, film and tape inserts are blended into a script, and how last minute revisions are handled. The elements of the TV newscast—the script format, production problems and techniques, film and slide production, and the use of videotape—are also presented. Finally, TV reporting and interviewing techniques, film and videotape editing, the duties and requirements of anchorman, and career opportunities for a "new man" are discussed. (Author/SH)

ED 061 753

Tansey, P. J., Ed.

Educational Aspects of Simulation.

Pub Date 71

Note—271p.

Available from—McGraw-Hill Publishing Company Limited, Shoppenhangers Road, Maidenhead, Berkshire, SL6 2QL, England (4.70 pounds)

Document Not Available from EDRS.

Descriptors—Decision Making, *Educational Games, *Games, Geography Instruction, Instructional Media, International Education, Programming, *Resource Guides, *Simulation, Teacher Education

Identifiers—SAM, Simulated Arithmetic Machine

EM 009 796

The articles on simulation in education collected here include a primer on simulation, an introduction to the virtues of gaming, and examinations of the role of simulation in teaching geography, computer programming, international relations, and in teacher education. A consideration of the use of media in simulation and a discussion of crisis decision-making and simulation are also included. A resource section contains an index of games and a directory of people and organizations interested in simulation and gaming techniques. (JY)

ED 061 754

Littell, Joseph Fletcher, Ed.

Coping With the Mass Media.

Pub Date 72

Note—157p.; The Language of Man series

Available from—McDougal, Littell & Company, P.O. Box 1667, Evanston, Illinois 60204 (\$8.89)

Document Not Available from EDRS.

Descriptors—Commercial Television, Communication (Thought Transfer), Critical Thinking, *Film Study, *Mass Media, News Media, *Newspapers, Secondary Education, Social Problems, *Television, *Textbooks

Identifiers—McLuhan (Marshall)

This textbook, one of "The Language of Man" series, has five sections, each including several articles. Introductory articles detail the role of the mass media in our lives; other sections deal with television, movies, newspapers, and the ideas of Marshall McLuhan. The focus of concern is less with aesthetics and more with the social problems raised by the media. The book is aimed at high school students. (JK)

ED 061 755

Littell, Joseph Fletcher, Ed.

How Words Change Our Lives.

Pub Date 72

Note—129p.; The Language of Man series

Available from—McDougal, Littell & Company, P.O. Box 1667, Evanston, Illinois 60204 (\$7.98)

Document Not Available from EDRS.

Descriptors—English Education, Expressive Language, Language, *Language Arts, *Language Styles, Publicize, Racial Characteristics, Rhetoric, Secondary Education, *Semantics, *Textbooks

A collection of articles from "The Language of Man" series is presented which describe the ways in which we think and act. The articles deal with semantics, the language of advertising, language and race, and language and politics; they are augmented by humorous features, examples from real life, and graphics. The style is informal. The book is aimed at high school students. (JK)

ED 061 756

Littell, Joseph Fletcher, Ed.

Dialects and Levels of Language.

McDougal, Littell & Co., Evanston, Ill.

Pub Date 71

Note—89p.; The Language of Man series

Available from—McDougal, Littell & Company, P.O. Box 1667, Evanston, Illinois 60204 (\$5.95)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Dialects, English Education, Language, Language Arts, *Language Styles, Secondary Education, *Textbooks

This textbook, part of "The Language of Man" series, has two sections. The first section on dialects of English tells what dialects are and details the speech patterns of Kentucky, the Pennsylvania Dutch, Yiddish, and pidgin English. The second section discusses levels of language such as informal, formal, and technical language, slang, jargon, and gobbledegook. The style is informal. The book is aimed at secondary school students. (JK)

ED 061 757

Littell, Joseph Fletcher, Ed.

The Language of Man. Book 3.

Pub Date 72

Note—178p.; The Language of Man series

Available from—McDougal, Littell & Company, P.O. Box 1667, Evanston, Illinois 60204 (\$7.98)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Critical Thinking, Dictionaries, Encyclopedias, English Education, Figurative Lan-

guage, Film Study, Language, *Language Arts, Mass Media, Newspapers, Reference Books, Secondary School Students, *Semantics, Television, *Textbooks

Book 3 from "The Language of Man" textbook series contains four sections, each of which includes several articles. The articles cover semantics, use of the dictionary and encyclopedia, use of figurative language, and coping with the mass media. The sections are augmented with humorous features, examples from real life, and graphics. The style is informal; the book is intended for high school students. (JK)

ED 061 758 EM 009 813

Littell, Joseph Fletcher, Ed.

The Language of Man. Book 4.

McDougal, Littell & Co., Evanston, Ill.

Pub Date 71

Note—158p.; The Language of Man series

Available from—McDougal, Littell & Company, P. O. Box 1667, Evanston, Illinois 60204 (\$7.90)

Document Not Available from EDRS.

Descriptors—Cable Television, *Communication (Thought Transfer), Computers, English Education, Language, Language Arts, *Language Styles, Mass Media, *Media Technology, Publicize, Secondary School Students, *Semantics, *Textbooks

Book 4 of "The Language of Man" series contains articles which deal with semantics, levels of language (including informal, formal and technical language, jargon, and gobbledegook), the hidden persuaders (advertising of merchandise and political candidates), and communications of the future (including the computer and other mass media now being developed). Each segment is augmented by humorous features, examples from real life, and graphics. The style is informal; the book is intended for high school students. (JK)

ED 061 759 EM 009 815

Littell, Joseph Fletcher, Ed.

The Language of Man. Book 5.

McDougal, Littell & Co., Evanston, Ill.

Pub Date 72

Note—158p.; The Language of Man series

Available from—McDougal, Littell & Company, P. O. Box 1667, Evanston, Illinois 60204 (\$7.90)

Document Not Available from EDRS.

Descriptors—Commercial Television, *Communication (Thought Transfer), Critical Thinking, *Dialects, English Education, Film Study, Language, Language Arts, Mass Media, *Paralinguistics, Secondary School Students, Television, *Textbooks, *Vocabulary Development

Identifiers—*Body Language, McLuhan (Marshall)

This textbook part of "The Language of Man" series, is intended for use in grade 11 and above. Its four sections, each of which contains several articles, deal with body language, developing vocabulary, the dialects of English (including features on New England, Midwestern, and Southern speech, Yiddish, Kentucky speech, the talk of the Pennsylvania Dutch, and pidgin English), and the mass media (including movies, television, and the ideas of Marshall McLuhan). The style is informal, and the book is extensively illustrated. (JK)

ED 061 760 EM 009 816

Crotty, Curtis Littell, Joseph Fletcher, Ed.

The Language of Man. Book 5. Teacher's Manual.

Pub Date 72

Note—59p.; The Language of Man series

Available from—McDougal, Littell & Company, P. O. Box 1667, Evanston, Illinois 60204 (\$3.17)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), English Education, *Language Arts, *Manuals, Secondary Education, *Semantics, Teaching Guides

This manual accompanies volume 5 (EM 009 816) of "The Language of Man" textbook series, intended for high school students. It includes background information and teacher suggestions for each section in the textbook. (JK)

ED 061 761 EM 009 817

Littell, Joseph Fletcher, Ed.

The Language of Man. Book 6.

McDougal, Littell & Co., Evanston, Ill.

Pub Date 71

Note—174p.; The Language of Man Series

Available from—McDougal, Littell & Company, P. O. Box 1667, Evanston, Illinois 60204 (\$8.22)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Critical Reading, Critical Thinking, English Education, Grade 12, Language, Language Arts, *Language Development, *Language Styles, Publicize, Racial Characteristics, Rhetoric, *Semantics, *Textbooks

This textbook, book 6 of "The Language of Man" series, covers semantics, the language of politics, language and race, the language of advertising, and the origins and growth of the English language. The material analyzed comes from many sources (advertisements, newspaper articles, poems, parodies) and attempts to demonstrate the effect of the language in everyday situations. The series is designed for use in grade 12. (JK)

ED 061 762 EM 009 818

Crotty, Curtis Littell, Joseph Fletcher, Ed.

The Language of Man. Book 6. Teacher's Manual.

McDougal, Littell & Co., Evanston, Ill.

Pub Date 72

Note—57p.; The Language of Man series

Available from—McDougal, Littell & Company, P. O. Box 1667, Evanston, Illinois 60204 (\$3.17)

Document Not Available from EDRS.

Descriptors—Critical Thinking, *English Education, *Language Arts, Mass Media, *Secondary Education, *Semantics, *Teaching Guides

The teacher's manual for book 6 of the Language of Man series presents suggestions for classroom discussion, essay topics, and student projects. The Language of Man is a series of texts, designed for junior through senior high school students, which cover semantics, critical thinking, language skills, and mass media study. (JY)

ED 061 763 EM 009 819

Randall, Daniel W. And Others

The Effects of Territorial Deception and Disruption on Group Cohesion in a Classroom Setting. Illinois State Univ., Normal. Communication Research Center.

Pub Date 19 Apr 72

Note—9p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Group Unity, High School Students, *Interpersonal Relationship, *Nonverbal Communication

Identifiers—*Territoriality

A study was devised to examine a subject's level of interpersonal territoriality and disruption of territoriality in small group classroom setting. Through an elaborate procedure, subjects were classified as having rigid or loose depictions of territoriality, and were assigned to small groups with each group having at least two rigid and two loose members. The groups met for one hour: for the first half, subjects were allowed to sit where they liked, while in the second half, subjects sat in a different position and next to someone different. A measure of perceived cohesiveness was taken immediately after the second half-hour. Results showed that, contrary to expectations, there were no significant differences on perception of group cohesion between loose and rigid subjects; that the sex of the subject did not significantly interact with territoriality in terms of perceived cohesion or cohesion potential; and that rigid male subjects' perceptions of group cohesion was less, but the difference was only marginally significant. Problems that may account for lack of positive results include the operational definition of rigid or loose territoriality, the index of group cohesiveness, the extent of disruption of territory, and the choice of dependent variable. (SH)

ED 061 764 EM 009 820

Van de Bogart, Erik

North of the Namaskeag: A Case Study in Viewer-Active Television.

Maine Public Broadcasting Network, Orono.

Report No.—HEA-1

Pub Date Apr 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audience Participation, *Citizen Participation, City Government, *Environment

tal Education, *Public Television, *Simulation, State Government, Television, Water Pollution Control

Identifiers—Freeboro, Namaskeag River, Television Simulation

The Maine Public Broadcasting Network (MPBN) presented a "television simulation" to make the citizens of Maine more aware of 1) environmental challenges, 2) the process of reconciling problems, and 3) the importance of the individual in the process. In the simulation a fictitious town, Freeboro, was faced with a decision regarding a new canning factory. The factory could be seen as a source of jobs and economic stability for the area and as a source of pollution of the nearby Namaskeag River. In a series of four programs, a "news special", a Town Meeting, a stockholder's meeting, and an Environmental Commission hearing, the viewers were exposed to the pros and cons of various issues. At the conclusion of each program they were asked to vote—by phone or mail—on a key decision. The results of the vote were incorporated into succeeding programs. It was hoped that viewers would thus become involved in the programs. A fifth program tied the points made in the simulation to real life environmental issues in the state of Maine. The programs were used by high school viewers and home audiences; an evaluation showed that the students were overwhelmingly in favor of the series as a learning experience. The history of the project is detailed in this report along with a discussion of the process of producing and evaluating such a series. (JY)

ED 061 765 EM 009 823

Computer Education and Training Reference Guide.

Edumatics Corp., Oceanport, N.J.

Pub Date 72

Note—345p.

Available from—Edumatics Corporation, P.O. Box 36, Oceanport, New Jersey 07757 (\$65.00, annually, with quarterly supplements included)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Catalogs, Computer Assisted Instruction, Computer Oriented Programs, *Computers, Computer Science, *Computer Science Education, Educational Technology, Electromechanical Technology, Equipment, *Guides, Input Output Devices, *Instructional Systems, Simulators, Time Sharing

Intended for use by educators, educational administrators, and directors of training within industry, this guide lists commercially available products and services in the field of computers and education. It contains descriptive information wherever possible and comparison charts designed to enable the prospective user to make a preliminary evaluation of the capabilities of various products and services. The guide is organized into seven major sections, the first section serving as an introduction and explanation of procedures for use. Other sections contain manufacturer's reports on educational computer systems; computer training devices and instructional aids; computer schools, courses, and seminars; instructional systems; services; and companies. A table of contents lists company name, product or service title, report number and date of entry. In addition, each report has a summary and a description and is cross-referenced with other related products or services. Company profiles offered in the last section generally provide information about company locations, contacts, capabilities, marketing, and prices. (Author/SH)

ED 061 766 EM 009 824

Siebert, Warren F.

Broadcasting and Education.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—13p.

Available from—ERIC Clearinghouse on Educational Media and Technology, Stanford University, Stanford, California 94305 (Preprints available)

Journal Cit—Educational Broadcasting Review; v6 n3 p139-50 June 1972

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Cable Television, Educational Radio, *Instructional Technology, *Instructional Television, Public Television, Radio, *Television
Identifiers—Educational Broadcasting

The educational broadcaster today is like a man trying to ride two horses at once—the one horse is broadcasting technology and the other is education. The history of educational broadcasting has been marked by a succession of new technologies launched before the older ones were fully understood and used. The effect of the Corporation for Public Broadcasting, microteaching, instructional television fixed service (ITFS), radio, cable television, and video cassettes need careful examination. But a more pressing need exists: four problems require prompt consideration in order to clarify the field and its place in education—intra-educational relations, creative accommodation to change, professionalism, and learning research. (JY)

ED 061 767

EM 009 828

Frederiksen, H. Allan
Community Access Video.
Pub Date 72
Note—60p.

Available from—(Through your bookstore from)
Book People, 2940 7th Street, Berkeley,
California 94710 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, *Community Control, Community Involvement, Creative Activities, Photography, *Television, Video Equipment, *Video Tape Recordings
Identifiers—*Alternative Video, Community Access

In the belief that "the spread of technological development and the attendant rapidly changing environment creates the necessity for multi-source feedback systems to maximize the alternatives available in dealing with global problems," the author shows how to participate in the process of alternate video. He offers detailed information about video equipment, videotape distribution, cable television franchises, and marketing opportunities. He discusses the essentials of video technique and format and details the experiences of the Santa Cruz Community Television Project. The Federal Communications Commission ruling calling for local origination for cable television he sees as an opportunity for people to communicate with each other about alternate life styles, as a source of programming for small groups not presently served by commercial television, and as an outlet for experimentation and creativity. A glossary and list of people and groups involved in alternate television are included. (JY)

ED 061 768

24

EM 009 829

Kleiner, George

Development of Specifications for a Low Cost Computer System for Secondary Schools. Final Report.

Stevens Inst. of Tech., Hoboken, N.J. Computer Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-152

Pub Date 1 May 71

Grant—OEG-2-700009(508)

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ancillary Services, Computer Oriented Programs, *Computers, Computer Science Education, Cost Effectiveness, *Educational Specifications, Electronic Data Processing, Input Output Devices, Magnetic Tape Cassettes, Magnetic Tapes, Programming Languages, *Secondary Education, Time Sharing

Identifiers—BASIC, FORTRAN, Minicomputers

The last few years have seen more and more secondary schools introduce computer concepts and some form of computer resource into their educational program—usually a commercial time-sharing service with a modest initial expenditure—but almost invariably the demand for terminal availability and computer usage suggest the need for alternatives. This report surveys the various means of implementing a computer resource: commercial time-sharing, small-scale time-sharing systems, multi-use minicomputers, and minicomputer systems. Each approach is analyzed for cost, support required, number of students supported. How the students make use of the

resource and its educational limitation are also reviewed. The implementation of high level languages, such as FORTRAN and BASIC, are considered for their educational utility and the number of students they can support. In addition, a survey of minicomputers and suitable peripheral equipment is appended. Manufacturers and equipments are named and discussed, and prices are also provided. Finally, a glossary of computer technology jargon is included. (Author/SH)

ED 061 769

EM 009 830

Theobald, Robert
Futures Conditional.
Pub Date 72
Note—358p.

Available from—Bobbs-Merrill Company, Inc.,
4300 West 62nd Street, Indianapolis, Indiana
46268

Document Not Available from EDRS.

Descriptors—Demography, Education, Peace, Pollution, Psychological Needs, *Public Policy, *Technological Advancement, *Technology, War

Identifiers—*Futurology

The readings presented here are designed to help the reader perceive the future more vividly. Part one of the book suggests the various ways in which the future can be seen; it includes science fiction and the views of various analysts as to what the future holds. Part two collects printed materials about the future from various sources, including cartoons, advertisements, photographs, and poems. The third part sets out a number of ways in which the reader can participate in imagining the future: the final section contains "some basic tools for future imagining"—an article by Abraham Maslow, a bibliography of "futurology" books, a directory of organizations that do research about the future. (JY)

ED 061 770

EM 009 831

Shapiro, Peter D.

After Data Collection: Coding—An Educational Research Tool.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Contract—OEC-1-7-070-873-4581

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Codification, Reliability, *Research Methodology, Research Problems, *Statistical Analysis, Validity

A brief and simple guide discusses the place and purpose of coding experimental data in the research process. The trade-offs involved utilizing data are reviewed; it is noted that a decision that increases reliability may reduce the validity of results, but without reliability there will be no validity at all. A discussion of categorizing data includes information on building the category set, the relationship of categories within a set, and designing the discrete-category code. Ways of calculating reliability are presented to allow the researcher to measure the equivalence of results when different coders classify the same data using the same set of categories. (JY)

ED 061 771

EM 009 833

Kemp, Jerrold E.

Instructional Design: A Plan for Unit and Course Development.

Pub Date 71

Note—130p.

Available from—Fearon Publishers/Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002 (\$2.25)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Curriculum Design, *Curriculum Development, *Curriculum Evaluation, *Instructional Design, Student Evaluation

A method of instructional design suitable for any educational level—elementary, secondary, or college—is presented. The method can be applied first to individual subject topics, to unit developments, and then to complete course development. The text considers the following topics: a plan for instructional design, including statements of precise learning objectives, selection of specific teaching/learning experiences, and measurement of student achievement; a method for handling the working mechanics during the planning process; the personnel capabilities required dur-

ing the planning and implementation of the program; techniques for working with teachers and support personnel to insure success of the program; and ways to measure the effectiveness and efficiency of the plan. (JY)

ED 061 772

EM 009 852

Wolf, W. C., Jr. Fiorino, A. John

A Study of Educational Knowledge Diffusion and Utilization.

Massachusetts Univ., Amherst; Temple Univ., Philadelphia, Pa.

Pub Date 72

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adoption (Ideas), Change Agents, Changing Attitudes, Communication (Thought Transfer), *Diffusion, *Educational Innovation, Information Dissemination, Information Needs, Information Seeking, *Information Sources, *Information Utilization, Innovation

Some six hundred educators were studied in depth to determine their experiences with innovation, the influences of recognized diffusion agents upon their adoption of innovations, the characteristics of selected target audiences in relation to the adoption of innovations to personal practice, and relationships between five distinguishable stages of innovation adoption described by rural sociologists and the adoption process described by randomly selected educators. Among the many findings of the study were that: most of the innovative activity was incidental to the operation and financing of the established order; most of the innovations discussed were drawn from outside the environment of the practitioner and used intact or after modifications; personnel, direct involvement type diffusion strategies (colleague contact, workshops, institutes, courses) were more popular with innovative subjects. It was also found that innovators have more information sources and more cosmopolitan sources of information than do non-innovators. The five-step pattern of innovation diffusion commonly seen in agriculture (awareness/interest/evaluation/trial/adoption) was found to be relatively applicable to the field of education. (JY)

ED 061 773

24

EM 009 872

Twelker, Paul A. And Others

Information Wants of Seven Groups of Users Considering the Adoption or Adaptation of Instructional Systems. Interim Report.

United States International Univ., Corvallis, Oreg. Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Report No—P-1-0733

Pub Date Jan 72

Grant—OEG-0-71-4361

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Evaluation, *Decision Making, *Evaluation Criteria, *Information Needs, Instructional Systems, *Surveys

Identifiers—TAP, *Technical Application Project

In this phase of the Technological Applications Project (TAP) a study was conducted which sought to determine the information wants of seven groups of individuals who were in a position of decision-making with respect to the adoption of instructional systems (teachers, library specialists, media specialists, curriculum coordinators and subject matter specialists, building administrators, school system administrators, developers). Data were collected about the types of information of highest priority to the majority of the user groups and the differences between user groups with respect to information wants. It was determined that the majority of users did not possess the same information wants. However, the types of information wants that were common to the majority of the groups revolved around three questions: 1) what does the system teach?, 2) how does the system perform with respect to carrying out its objectives?, and 3) how is the system used? (Author/JY)

ED 061 774

24

EM 009 879

Sanderson, Barbara A. Kratochvil, Daniel W.

Materials and Activities for Teachers and Children—The MATCH Program Developed by the Children's Museum, Boston, Massachusetts.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No—AIR-21900-1-72-TR-15

Pub Date Jan 72

Contract—OEC-0-70-4892

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, *Discovery Learning, *Elementary School Students, *Multimedia Instruction, *Program Descriptions, *Program Development, *Program Evaluation, *Realia, *Social Studies, *Summative Evaluation Identifiers—MATCH Boxes, *Materials Activities Teachers Children

MATCH boxes (Materials and Activities for Teachers and Children) were developed by the Children's Museum in Boston. They are presently distributed by the American Science and Engineering Company. The MATCH box concept consists of a collection of multi-media activities packaged in kit form to be used by elementary school teachers and children. The focus is on non-verbal learning and the acquisition of skills that are not unique to any one subject matter area, with emphasis on direct experiences and authentic materials. This report describes the MATCH boxes and tells about the origins of the project. It gives the specifics of management and organization of the product development phase. A summative evaluation of the project is followed by reports of diffusion and adoption activities. A list of the critical decisions made in the course of the project serves as a summary. (See also ED033614 and ED033615). (JY)

ED 061 775 40 EM 009 881

Friend, James E.

Computer-Assisted Instruction for the Deaf at Stanford University. Annual Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—P-14-2280

Pub Date 72

Grant—OEG-9-70-4797(607)

Note—65p.; Appendixes include three Progress Reports

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Deaf Education, *Elementary School Students, *Junior High School Students, *Language Arts, *Mathematics Instruction, *Psycholinguistics Identifiers—Drill and Practice, *Strands Program

The present work of Stanford University's Institute for Mathematical Studies in the Social Sciences (IMSS) is based on earlier experience in the design, implementation, and administration of computer-assisted instruction (CAI) for deaf students. It is primarily concerned with modifying the mathematics program to make it more appropriate for deaf students and with developing a new language arts program for deaf students at the junior high school level. Related research is also being done in the field of learning theory and psycholinguistics. A description of the progress made in these areas is preceded by a brief history and overview of the CAI project at IMSS. (JY)

ED 061 776 EM 009 937

Lohnes, Paul R.

Planning for Evaluation of the LRDC Instructional Model.

State Univ. of New York, Buffalo.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pittsburgh Univ., Pa. Learning Research and Development Center.

Report No—P-5-0253-1972-5

Bureau No—BR-5-0253

Pub Date 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, *Conceptual Schemes, *Educational Theories, *Elementary Education, *Evaluation Criteria, *Individual Differences, *Instructional Design, *Intelligence Differences, *Summative Evaluation Identifiers—IDE, *Instructional Design and Evaluation, *Project TALENT

The instructional model (IM) that is the basis of this evaluation resulted from the merger of two major Learning Research and Development Center (LRDC) projects—the Primary Education Project (PEP) and the Individually Prescribed Instruction (IPI) project. This paper examines the Center's publications relative to the problem of evaluation of such an IM and suggests new directions for summative evaluation. It emphasizes the importance of organizing ideas

(educational theories) in evaluative research. Seven requirements of a theory of educational criteria are examined and a model is developed for combining information on student entering behaviors, educational treatment, and resulting student achievement. A list of 32 recommendations summarizes the goals for the future refinement of the IM. (JY)

FL

ED 061 777 FL 001 955

Freudenstein, Reinhold. And Others

Englisch an Gesamtschulen: Handbuch zum Fremdsprachenunterricht, 7. Schuljahr (English in Comprehensive Schools: A Handbook for Foreign Language Instruction, Grade 7).

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date 70

Note—88p.

Available from—Verlagsgesellschaft Cornelsen-Verlag, L. Klasing, 48 Bielefeld, West Germany (\$3.00)

Document Not Available from EDRS.

Descriptors—*Audiolingual Methods, *Curriculum Development, *Educational Radio, *English (Second Language), *Grade 7, *Grouping (Instructional Purposes), *Instructional Materials, *Language Instruction, *Language Laboratory Use, *Language Skills, *Lesson Plans, *Listening Comprehension, *Speech Skills, *Student Evaluation, *Supplementary Textbooks, *Teaching Methods, *Textbook Selection Identifiers—*West Germany

This guide for teaching English at the seventh grade level in German comprehensive schools contains the following major headings and sub-topics: (1) Fundamentals and Postulates: student grouping problems, recommendations for a plan of instruction and use of materials, and learning goals in secondary education; (2) the Audiolingual Conception: a theme catalogue of learning goals and current minimum requirements; (3) Practical Directions for Instructional Planning: practical grouping possibilities, written and spoken language, the role of textbooks and the use of supplementary materials, language laboratories, educational radio, a course in spoken English, listening comprehension training, pronunciation and intonation exercises, working with language structures, vocabulary study, reading, and homework; and (4) Achievement Evaluation: objective versus subjective measurement, evaluation problems, achievement tests as an objective tool, test administration, and the use of informal teacher-made tests. Several references for drill workbooks are included. (RS)

ED 061 778 FL 002 526

Poyatos, Fernando

Hacia una vision total del hablante espanol (Toward a Total View of the Spanish Speaker).

Pub Date Dec 70

Note—8p.; Paper presented at the annual meeting of the American Association of Teachers of Spanish and Portuguese, San Francisco, California, December 1970.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Communication (Thought Transfer), *Cultural Awareness, *Cultural Context, *Expressive Language, *Language Patterns, *Language Rhythm, *Linguistics, *Paralinguistics, *Social Attitudes, *Social Influences, *Social Relations, *Spanish, *Spanish Culture, *Spanish Speaking, *Speech Habits

To understand the Spanish speaker one must be aware of the many facets of Hispanic culture and the various means of communicating that language and that culture. The two main forms of communication, linguistics and paralinguistics, convey the speaker's behavior and identify him as a member of the Hispanic culture. Linguistic patterns in Spanish follow traditional lines and describe the contents of language. Paralinguistics analyzes how a language is spoken and involves posture, kinesics, gestures, facial expressions, exclamatory remarks, and emotional utterances. The paralinguistics utilized by the Spanish speaker, along with his sensory perception, his social attitudes, and his relationship with members of his family and social peers, best conveys the total context of his communicative activities. (DS)

ED 061 779 FL 002 607

Language Laboratories.

Department of Education and Science, London (England).

Pub Date 68

Note—32p.; Education Survey 3

Available from—Pendragon House, 899 Broadway Ave., Redwood City, California 94063 (\$1.10)

Document Not Available from EDRS.

Descriptors—*Audio Active Compare Laboratories, *Audiovisual Aids, *Educational Planning, *Educational Specifications, *Educational Technology, *Instructional Program Divisions, *Language Instruction, *Language Laboratories, *Language Laboratory Equipment, *Language Laboratory Use, *Modern Languages, *School Surveys

Identifiers—*England

An educational survey of British language teachers concerning the use of the language laboratory focuses primarily on function, facilities, and performance specifications. Read in conjunction with two other reports published by the Ministry of Technology, this study is meant to help teachers, architects, and administrators develop language programs utilizing language laboratories. Contents include discussion of the nature of the laboratory, scheduling, teaching materials, laboratory specifications, additional operational facilities, and administration. An appendix includes the Ministry of Technology specifications for audio-active-compare language laboratories. (RL)

ED 061 780 FL 002 609

Teaching Classics Today: A Progress Report.

Schools Council, London (England).

Pub Date 69

Note—19p.; Working Paper No. 23

Available from—Pendragon House, 899 Broadway Ave., Redwood City, California 94063 (\$1.80)

Document Not Available from EDRS.

Descriptors—*Classical Languages, *Classical Literature, *Curriculum Design, *Curriculum Planning, *Educational Trends, *Greek, *Language Instruction, *Latin, *Secondary Education Identifiers—*England

This report on the current situation in the teaching of the classics in England is intended primarily for curriculum planners in secondary education. Trends in research and changes now developing in the approach to classics instruction are outlined. Discussion focuses on: (1) educational trends and instructional objectives in the classics, (2) the classroom situation, (3) the position of the classics in universities, (4) recent developments in the field, (5) curriculum design, and (6) concluding remarks. Appendixes include a list of institutions and agencies concerned with the teaching of classics, a select bibliography, and a list of examining boards offering syllabuses in ancient civilization. (RL)

ED 061 781 24 FL 002 695

Hatch, Evelyn. And Others

The Five-Year-Old's Comprehension of Expanded and Transformed Conjoined Sentences.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TR-9

Bureau No—BR-6-2865

Pub Date 1 Jan 69

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Listening Comprehension, *Memory, *Psycholinguistics, *Sentences, *Statistical Analysis, *Tape Recordings, *Transformations (Language)

The present study explores accuracy and speed of responses by the five-year-old child to expanded and conjoined sentences. The following factors were considered: (a) number of transformations, (b) types of transformations, (c) auxiliary-type sentence expansion and (d) type of query (those designed to elicit responses which should reflect comprehension of syntax versus those designed to elicit responses which should reflect comprehension of sentence meaning). Subjects were kindergartners from the American English speech community of Los Angeles. Since psycholinguistic literature suggested that number of transformations might reflect comprehension difficulty, the conjoined sentences used in the ex-

periment were arranged according to the number of operations or transformations they exhibited. Results of the experiment showed, however, that number of transformations was not a useful predictor of the speed or accuracy of the child's responses to the types of sentences used. Sentence expansion was also not considered significant. Transformation type seemed to be pertinent to locating problem areas of difficulty in sentence comprehension, but it was not clear to what extent generalizations regarding this factor could be drawn from the data derived from the present study. This document was previously announced as ED 043 002. (Author/FWB)

ED 061 782 FL 002 933

Kratky, Lada. Martinez, Ada.
Spanish Basic Course: Student Workbook.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense,
Washington, D.C.

Report No.—DLI-01-SS-24
Pub Date Jan 72

Note—315p; Service Trial Edition

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Basic Skills, Grammar, Instructional Materials, *Language Instruction, Modern Languages, Programed Instruction, *Programed Texts, Second Language Learning, *Spanish, Syntax, Textbooks, Vocabulary Development, *Workbooks

This programed workbook contains 46 exercises designed to aid the student in the mastery of basic syntactic and vocabulary elements presented in the Defense Language Institute's Spanish Basic Course (1966 edition). The lessons in the workbook correspond to five texts used in the course. As an appendix to the workbook, there is an index of grammatical structures which lists the lessons where the principal grammatical points have been covered. Answers to each page of exercises are on the facing page in the workbook. (RL)

ED 061 783 FL 002 936

Lehmann, Winifred P. Stachowitz, Rolf.
Feasibility Study on Fully Automatic High Quality

Translation: Volume I. Final Technical Report.

Texas Univ., Austin. Linguistics Research Center.
Spons Agency—Rome Air Development Center,
Griffiss AFB, N.Y.

Report No.—RADC-TR-71-295

Pub Date Dec 71

Note—348p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Computational Linguistics, *Computers, Contrastive Linguistics, Data Processing, *Descriptive Linguistics, Dictionaries, Information Processing, Information Storage, *Language Research, Linguistic Theory, *Machine Translation, Semantics, Syntax, Transformation Generative Grammar

The object of this theoretical inquiry is to examine the controversial issue of a fully automatic high quality translation (FAHQT) in the light of past and projected advances in linguistic theory and hardware/software capability. This first volume of a two-volume report discusses the requirements of translation and aspects of human and machine translation. Techniques involved in machine translation, i.e., hardware, software, and linguistics, are covered. Contributions of linguistics to machine translation and pertinent recent work in linguistics are also considered. Views of specialists concerning machine translation are presented along with the conclusions and recommendations of the report. An appendix includes relevant papers contributed by specialists on the topic of machine translation. Papers are also included in the second volume of the study. For Volume 2, see FL 002 937. (VM)

ED 061 784 FL 002 937

Lehmann, Winifred P. Stachowitz, Rolf.
Feasibility Study on Fully Automatic High Quality

Translation: Volume II. Final Technical Report.

Texas Univ., Austin. Linguistics Research Center.
Spons Agency—Rome Air Development Center,
Griffiss AFB, N.Y.

Report No.—RADC-TR-71-295

Pub Date Dec 71

Note—263p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Computational Linguistics, *Computers, Computer Science, Data Processing, *Descriptive Linguistics, Dictionaries, Information Storage, *Language Research, Linguistic Theory, *Machine Translation, Semantics, Syntax, Transformation Generative Grammar, Transformation Theory (Language)

This second volume of a two-volume report on a fully automatic high quality translation (FAHQT) contains relevant papers contributed by specialists on the topic of machine translation. The papers presented here cover such topics as syntactical analysis in transformational grammar and in machine translation, lexical features in translation and paraphrasing, requirements for machine translation, current status of hardware and software as it affects FAHQT, bilingual computer dictionaries, and the shape of the dictionary for machine translation. Volume I (FL 002 936) includes papers as well as specific consideration of the FAHQT inquiry. (VM)

ED 061 785 FL 002 938

Mackey, William F. And Others

Le vocabulaire disponible du français, Tome 1. Le vocabulaire concret usuel des enfants francs et acadiens: Etude tennel (The Working French Vocabulary, Volume 1. Common Generic Terms Used by French and Acadian Children: A Field Study).

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date 71

Note—534p.

Available from—Center for Curriculum Development Inc., 401 Walnut St., Philadelphia, Pa. 19106 (Vols. 1 and 2, \$20.10)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Cross Cultural Studies, Cultural Background, Cultural Differences, Cultural Pluralism, Field Studies, Form Classes (Languages), *French, Glossaries, Language Patterns, *Language Research, Speech Habits, Standard Spoken Usage, *Statistical Analysis, *Vocabulary, Word Frequency, Word Lists

Identifiers—Acadia, Canada, France

The first of a two-volume study of the relative accessibility of French vocabulary in French-speaking Canada presents statistical data concerning the frequency, distribution, valence, and accessibility of vocabulary related to 16 fundamental centers of interest found in normal conversation. The scope, procedures, and results of the study are presented. This document provides a source for researchers in psychology, linguistics, sociology, and pedagogy who wish to perform related experiments and lack statistical data for validation of hypotheses. As a model for future lexicological studies, the work illustrates the methodology used in a computer-oriented analysis of the problem. The notion of "accessibility," as a measure of cultural difference among speakers of the same language from different geographic regions, is of vital importance in this study. Data pertain to the study of accessibility of vocabulary in Acadia, particularly, and in France. Computer-printouts, figures, tables, and appendices are provided. For the companion document see FL 002 939. (RL)

ED 061 786 FL 002 939

Mackey, William F. And Others

Le vocabulaire disponible du français, Tome II. Vocabulaire disponible des enfants acadiens (The Working French Vocabulary, Volume 2. Working Vocabulary of Acadian Children).

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date 71

Note—224p.

Available from—Center for Curriculum Development Inc., 401 Walnut St., Philadelphia, Pa. 19106 (Vols. 1 and 2, \$20.10)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Cross Cultural Studies, Cultural Background, Cultural Differences, Cultural Pluralism, Field Studies, Form Classes (Languages), *French, Glossaries, Language Patterns, *Language Research, Speech Habits, Standard Spoken Usage, *Statistical Analysis, *Vocabulary, Word Frequency, Word Lists

Identifiers—Acadia, Canada

The second of a two-volume study of the relative accessibility of French vocabulary in French-speaking Acadia, this study presents statistical data concerning the degree of difficulty of recall

of vocabulary related to 16 fundamental centers of interest found in normal conversation. The data are derived from responses of 700 students ranging from nine to twelve years of age, all living in a bilingual region in New Brunswick. Spelling of English and French vocabulary is taken into consideration and presented in terms of variant forms produced by the subjects. This document provides a source for researchers in psychology, linguistics, sociology, and pedagogy who wish to perform related experiments and lack the means for validating linguistic hypotheses. As a model for future lexicological studies, the work illustrates the methodology used in a computer-oriented analysis of the problem. Computer-printouts, figures, tables, and appendices are provided. For the companion document see FL 002 938. (RL)

ED 061 787 FL 002 941

Schneider, Gerd K., Comp.

Topical Bibliography in Theoretical and Applied German Linguistics.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 72

Note—182p.

Available from—MLA/ACTEL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Applied Linguistics, *Bibliographies, Contrastive Linguistics, *Descriptive Linguistics, Diachronic Linguistics, Dictionaries, Form Classes (Languages), Generative Grammar, *German, Grammar, Language Instruction, *Linguistic Theory, Morphology (Languages), Phonemics, Phonetics, Phonology, Pronunciation Instruction, Semantics, Syntax, Vocabulary

This bibliography of 1860 books and articles is intended to provide researchers, instructors, and students of applied German linguistics, as well as school and college teachers of German, with background material on a variety of topics in the field of applied German linguistics which can be of service in the preparation of instructional materials and the planning of courses. Although the emphasis is on applied German linguistics, a comprehensive listing of works on linguistic theory has also been included for the student or teacher interested in acquiring a more complete understanding of the subject matter. The period covered ranges mainly from the turn of the century through the end of 1970; a few relevant publications from the first half of 1971 and also some works of the 18th and 19th centuries are included. (Author)

ED 061 788 FL 002 942

Slager, William R., Ed. Madsen, Betty M., Ed.

Language in American Indian Education: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Cognitive Development, Conferences, Early Childhood Education, *Elementary Grades, English (Second Language), Instructional Materials, *Language Instruction, *Language Programs, Learning Theories, Newsletters, Resource Materials, Second Language Learning, Teacher Aides, Teacher Education, *Teaching Methods, Workshops

Identifiers—*Bureau of Indian Affairs

This newsletter contains articles which deal with current issues in education which are relevant to schools for Indian children and reports on Bureau of Indian Affairs activities, recent publications and conferences, text materials for the teaching of English, and bilingual reading materials. The newsletter begins with articles on early childhood education approaches, namely the Montessori and Piaget methods, and the "open classroom" method used in the British Infant School. An information exchange section follows with reports of teacher training programs, language study programs, workshops, curriculum bulletins, projects, and local resource materials for teachers. A section on specific instructional

materials and programs is provided. The final section includes stories in several Indian languages and their translations. (VM)

ED 061 789 FL 002 945

Rebert, Robert J., Ed. *And Others*
Bilingual Education for American Indians.
Bureau of Indian Affairs (Dept. of Interior),
Washington, D.C.

Report No—Curr-Bull-3

Pub Date 71

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Annotated Bibliographies, Applied Linguistics, Biculturalism, *Bilingual Education, Bilingualism, Bilingual Schools, Cross Cultural Training, Cultural Differences, Early Childhood Education, Educational Disadvantage, *Educational Policy, *English (Second Language), Eskimos, Federal Government, Kindergarten, Language Planning, *Language Programs, Navaho, Second Language Learning

Identifiers—*Bureau of Indian Affairs

This curriculum bulletin contains articles relevant to problems in bilingual education for American Indians. The first section includes articles presenting a broad view of past and present activities in bilingual education for American Indians and Eskimos. The history of language instruction in American Indian schools and of bilingual education in Bureau of Indian Affairs schools is discussed along with the Bilingual Education Act and its effect on the American Indian. Two statements on bilingualism appear, and a summary of pertinent research in bilingual education is included. Part Two deals with practical aspects and case studies. One article discusses what classroom teachers should know about bilingual education. Three others discuss programs for Navaho children. The final section is a bibliography of approximately 70 books and articles on bilingualism written between 1953 and 1971; some of the more important entries are annotated. One appendix provides a glossary of relevant terms. The second appendix presents some linguistic principles for describing language. (VM)

ED 061 790 FL 002 948

Linguistics: A Bibliography of Selected Rand Publications.

Rand Corp., Santa Monica, Calif.

Report No—SB-1035

Pub Date Jul 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Computational Linguistics, *Computers, Cybernetics, Grammar, Information Processing, Information Theory, Language Development, *Language Research, Linguistic Performance, Linguistics, *Linguistic Theory, Machine Translation, Russian, Semantics, Structural Analysis, Syntax, Word Frequency

This annotated bibliography lists approximately 100 books, reports, Rand memoranda, and papers, written between 1961 and 1971, in the fields of linguistic theory, language research, computational linguistics, and formal linguistics. Many documents involve the use of computers in problems of language analysis; many concern the analysis of Russian. Several works on machine translation are also listed. (VM)

ED 061 791 FL 002 955

Wilson, Robert D.

Clarification: The Terms of a Schema for Insights.

Pub Date 26 Feb 72

Note—10p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 26, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention, *Curriculum Development, Educational Experiments, Educational Principles, *Educational Theories, Individual Instruction, Motivation, Student Participation, Student Teacher Ratio, *Teacher Behavior, *Teaching Techniques

This paper proposes a schema that will provide the analytical clarity needed for generating insights into pedagogical issues and, consequently, for developing curriculum efficiently. The schema has four terms: learning assumption, instructional hypothesis, teaching technique, and teacher performance. A learning assumption postulates that an interpretation on the part of the learner will generate learning of some kind. An instructional

hypothesis predicts the condition under which the learner's (appropriate) interpretation is likely to be secured. A teaching technique determines and projects the condition-corresponding behavior on the part of the teacher that is likely to trigger the intended interpretation on the part of the learner. A teacher's performance actualizes the technique and makes it believable, as an actor makes a role believable. The author discusses the details of the schema and provides examples of interrelationships of the four elements. (Author/VM)

ED 061 792 FL 002 956

Zirkel, Perry Alan

Aural-Oral Skills and Different Models of Bilingual Education.

Pub Date 29 Feb 72

Note—10p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Applied Linguistics, Basic Skills, *Bilingual Education, Bilingualism, Definitions, English (Second Language), Grammar, Interference (Language Learning), *Language Development, Language Instruction, Language Programs, *Language Skills, Phonology, Pronunciation, Second Language Learning, *Sociolinguistics, Syntax, Teaching Models

This paper seeks to define the program title "Basic Skills in Bilingual Education: Grammar and Pronunciation." The author considers the terms separately. Grammar and pronunciation should perhaps be defined as aural-oral skills to better specify what is involved. Various definitions of bilingual education are discussed, as are the linguistic and sociolinguistic factors that should be considered in a typology of bilingual education. The idea of basic skills in bilingual education programs cannot be limited to language. The output as well as the input of such programs must be seen in terms of concept as well as of language development. Linguistic, sociolinguistic, and educational factors must all be taken into consideration when defining bilingual education. (VM)

ED 061 793 FL 002 960

McDougall, D. C.

A Description of the Functional System of the Spanish Verb.

Pacific Northwest Conference on Foreign Languages, Portland, Ore.

Pub Date 72

Note—11p.; In "Proceedings of the Pacific Northwest Conference on Foreign Languages," Twenty-Second Annual Meeting, Boise, Idaho, April 16-17, 1971, p246-256

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Descriptive Linguistics, *Form Classes (Languages), Grammar, Language Research, *Linguistic Theory, Semantics, *Spanish, Syntax, *Verbs

The discussion of Spanish verbs considers the problems of tense and aspect. Two tenses are used in the description: past and non-past. The past tense is considered the marked member and the non-past the unmarked member. Aspect is considered in terms of "telic" verbs which express an action tending towards a goal, and "atelic" verbs which do not have to wait for a goal for their realization, but are realized as soon as they begin. The author provides examples of verbs with these classifications in mind and demonstrates how tense and aspect help form the meaning of the verbs. (VM)

ED 061 794 FL 002 966

Cadart-Ricard, Odette

Meaning in Cross-Cultural Situations: An Application of Vygotsky's Unit of Analysis to Ethnolinguistics.

Pacific Northwest Conference on Foreign Languages, Portland, Ore.

Pub Date 72

Note—12p.; In "Proceedings of the Pacific Northwest Conference on Foreign Languages," Twenty-second Annual Meeting, Boise, Idaho, April 16-17, 1971, p234-245

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ambiguity, Behavior Patterns, Cognitive Processes, *Communication (Thought Transfer), Connected Discourse, Cultural Background, Cultural Differences, *Cultural Factors, Ethnology, *Language Patterns, Language Research, Language Universals, *Linguistic Theory, Morphemes, *Semantics, Thought Processes

The problem of meaning in cross-cultural situations, resulting from differing patterns of thought, requires comprehension of the basic rules or patterns of these thought systems. This comprehension can be sought through Vygotsky's unit of analysis, a unit being a product of analysis which, unlike elements, retains all the basic properties of the whole and which cannot be further divided without losing them. Syntactical rules found in patterns of expression can furnish only partial clues to the thought of the encoder. Interfunctional relations between thought and language cannot be established through an analysis of the components of verbal thought. A mechanical approach, uncovering only thought and word, destroys the whole to describe its elements whose characteristics are in no way similar to those of the whole. (Author/VM)

ED 061 795 FL 002 987

Russian Basic Course: Military Situations, Exercises 1-35.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—DLI-01-RU-47

Pub Date Jan 72

Note—190p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Conversational Language Courses, *Instructional Materials, *Intensive Language Courses, *Military Training, Modern Languages, *Russian, Second Language Learning, Textbooks, Vocabulary, Vocabulary Development

Thirty-five military situations treated in this volume provide exercises in the use of practical military terminology received from the United States Army General School. Each exercise is devoted to a specific topic, and in each case lists of new words and idioms together with their English equivalents are provided. Lessons consist primarily of exercises in interrogation and response in the Cyrillic script with English translation. (RL)

ED 061 796 FL 002 989

Korean Advanced Course: Volume V.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—DLI-06-KP-24

Pub Date Jan 72

Note—200p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Basic Skills, *Conversational Language Courses, Cultural Education, *Intensive Language Courses, *Korean, Language Instruction, *Language Skills, Modern Languages, *Reading Materials, Reading Skills, Textbooks, Uncommonly Taught Languages, Vocabulary Development

This is the fifth in a series of seven readers designed for continuation training in the Defense Language Institute's Basic Course in Korean. Twelve articles, drawn from several readers published by the Ministry of Education of the Republic of Korea in 1970, focus on Korean letters, life, and customs. The reader is to be used for development of reading and conversational skills. The texts are primarily in Korean script. All vocabulary lists include brief English definitions of terms drawn from the reading selections. (RL)

ED 061 797 FL 002 990

Japanese Basic Course: Exercise Book.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—DLI-01-JA-47

Pub Date Dec 71

Note—91p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Conversational Language Courses, Cultural Education, Dictionaries, Grammar, *Instructional Materials, *Intensive Language Courses, *Japanese, Language Instruction, *Modern Languages, Textbooks
Identifiers—*Kanji

This exercise book, prepared for use after Lesson 121 of the Defense Language Institute Basic Course in Japanese, provides for instruction in the use of Kanji dictionaries, familiarizes students with useful phrases and expressions that are not included in the Basic Course, and allows for greater variety in the classroom. The ten lessons, in the Japanese Kanji script, deal with grammatical items, idioms and expressions, proverbs, politeness, and other cultural matters. Students are to perform exercises in class under the instructor's supervision and discuss the results the following day. (RL)

ED 061 798 FL 002 993

Kreier, Serafina. Vocci, Frank

The Role of the Teacher Aide in Second Language Programs.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 72

Note—6p.

Journal Cit—California Association TESOL Newsletter; v3 n3 Spr 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, *Bilingual Teacher Aides, English (Second Language), Minority Groups, Nonprofessional Personnel, *Paraprofessional School Personnel, Questionnaires, Second Language Learning, *State Surveys, *Teacher Attitudes, *Teacher Role

To investigate the role of the teacher aide in second language programs, the California Association of Teachers of English to Speakers of Other Languages (CATESOL) has issued a questionnaire to teacher aides in the Title VII bilingual projects in California. The questionnaire and conclusions drawn from replies are presented here. Information is provided on the attitudes, background, and activities of teacher aides. An increasing number of paraprofessionals can be found in second language programs, but the oversupply of certified teachers is likely to curb the need for and the growing number of teacher aides. (VM)

ED 061 799 FL 002 994

Sanchez Diaz, Anibal. Zierer, Ernesto

Glosario explicativo Ingles-castellano de terminos de Gramatica Generativa Transformacional (An English-Spanish Explanatory Glossary of Terminology in Transformational Generative Grammar).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguistica.

Pub Date Nov 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Definitions, Descriptive Linguistics, Dictionaries, *English, *Glossaries, Linguistics, Linguistic Theory, *Spanish, Syntax, *Transformation Generative Grammar, Transformation Theory (Language)

This glossary provides Spanish translations for English technical terminology used in work connected with transformational generative grammar and theory. Approximately 300 terms are listed alphabetically in English with Spanish equivalents, Spanish explanations, and examples where necessary. (VM)

ED 061 800 FL 003 003

Monteverde G., Luisa

Algunos aspectos psicolinguisticos de la Instruccion Programada en el laboratorio de idiomas (Some Psycholinguistic Aspects of Programed Instruction in the Language Laboratory).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguistica.

Pub Date Sep 71

Note—11p.

Journal Cit—Lenguaje y Ciencias; v11 n3 p66-76 Sep 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, Language Instruction, Language Laboratories, Language Laboratory Equipment, *Language Laboratory Use, *Linear Programming, *Programed Instruction, Psycholinguistics, *Second Language Learning, *Teaching Methods

This paper presents ideas on using programed instruction in the language laboratory for second language learning. Linear programming is more suited to language instruction than is branching, because the former more easily allows comparison between the students' and teachers' solutions and is technically less complicated and less expensive to implement. A microunit of instruction should include five phases: the teacher's solution to the problem of the microunit of the previous exercise; a new solution to the problem by the student; a new problem; the student's first solution to the problem; and a chance for the student to reproduce his solution. Five-element microunits and their advantages are discussed. (VM)

ED 061 801 FL 003 004

Zierer, Ernesto

Una formalizacion tentativa del problema de la barrera linguistica (A Tentative Formalization of the Problem of Linguistic Barriers).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguistica.

Pub Date Sep 71

Note—8p.

Journal Cit—Lenguaje y Ciencias; v11 n3 p77-84 Sep 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, *Comparative Analysis, *Contrastive Linguistics, Grammar, *Language Research, Languages, Morphology (Languages), *Second Language Learning, Spanish, Syntax, Translation

The formulas presented in this paper provide the means for showing the ease with which scientific information can be passed from one language into another. The formulas are based on several factors. The linguistic barrier can be measured to illustrate the relative degree of difference between two languages based on a comparison of vocabulary, morphology, syntax, grammar, and writing systems. The influx of scientific information from the foreign language to the native language is directly proportional to the volume of relevant scientific publications in the foreign language and their availability, and is indirectly proportional to the linguistic barrier. Linguistic characteristics of the individual are also an important factor in this consideration. Some linguistic communities are at a disadvantage in receiving scientific information in comparison to others. It would be advisable for each linguistic community to devise a strategy for overcoming linguistic barriers by developing educational programs with all these considerations in mind. (VM)

ED 061 802 FL 003 005

Monteverde G., Luisa

Aprendizaje en grupo en el laboratorio de idiomas (Group Learning in the Language Laboratory).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguistica.

Pub Date Dec 71

Note—14p.

Journal Cit—Lenguaje y Ciencias; v11 n4 p108-121 Dec 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, Attitudes, Branching, Computer Programs, Educational Innovation, Grammar, *Group Instruction, Homogeneous Grouping, Language Instruction, Language Laboratories, Language Laboratory Equipment, *Language Laboratory Use, Linear Programming, *Programed Instruction, *Second Language Learning, Substitution Drills, Teaching Methods, *Teaching Models

This paper describes a teaching method, presently in the experimental stage, that advocates the use of a programed instruction model in the language laboratory, with students working in homogeneous groups of three. The author describes the technical construction and operation of the language laboratory which allows three students to work together and to use a programed instructional format. The students study new grammar points in microunits. Diagrams illustrate the working of the program, and the author provides an explanation of the steps in its operation. An example of how the program works is presented. (VM)

ED 061 803 FL 003 006

Zierer, Ernesto

Sobre la convertibilidad de ciertos adjetivos en adverbios en el idioma espanol (Concerning the Convertibility of Some Spanish Adjectives into Adverbs).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguistica.

Pub Date Dec 71

Note—11p.

Journal Cit—Lenguaje y Ciencias; v11 n4 p97-107 Dec 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjectives, *Adverbs, Deep Structure, *Descriptive Linguistics, Distinctive Features, Form Classes (Languages), Information Theory, Phrase Structure, Semantics, Sentence Structure, *Spanish, Structural Analysis, Surface Structure, Syntax, Transformation Generative Grammar, *Transformations (Language), Transformation Theory (Language)

This paper considers Spanish adjectives and the possibility of converting some adjectives into adverbs, keeping the same general significance of a sentence. The conversion of an adjective into an adverb under these circumstances can be accomplished through a transformation which can be applied to a particular logical-semantic structure. The author establishes the formula for such a structure and the formula for the appropriate transformation. Particular types of adjectives and their potential convertibility into adverbs are discussed. (VM)

ED 061 804 FL 003 007

Jauregui S., Beto

Un modelo de coordinacion en la ensenanza del ingles en un mismo nivel de conocimientos (A Model of Coordination in the Teaching of English at a Given Level of Achievement).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguistica.

Pub Date Dec 71

Note—8p.

Journal Cit—Lenguaje y Ciencias; v11 n4 p89-96 Dec 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Average, Class Size, Comparative Testing, Curriculum Design, *Educational Coordination, Educational Innovation, *English (Second Language), Evaluation Criteria, Evaluation Methods, Grouping (Instructional Purposes), Heterogeneous Grouping, *Instructional Materials, Statistical Analysis, *Student Evaluation, *Teaching Methods, Textbooks

Coordination among English classes at any given level depends on a number of factors. The classes must have a common syllabus with respect to course content, course intensity, and textbooks. The learning conditions should be the same for all groups. All classes should be the same size and have the same average of achievement based on the results of a test before grouping. Advanced students are placed in a separate class at that time. The same teaching methods should be used in all classes, along with identical grading criteria. The statistical results from each group should be determined and interpreted to illustrate the progress of each group. Objective comparisons can be made, and interpretations, evaluations, and recommendations for the next session can appear in a final report for administrators and teachers involved in the coordination project. (VM)

ED 061 805 FL 003 009

Upshur, John A.

A Search for New Reading Tests.

Pub Date 1 Mar 72

Note—12p.; Speech presented at the Sixth Annual TESOL Convention, Washington, D.C., March 1, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cloze Procedure, *Comprehension, English (Second Language), Eye Movements, Grammar, *Information Processing, Language Instruction, Language Skills, Reading Ability, Reading Instruction, *Reading Tests, *Second Language Learning, Semantics, *Test Construction, Test Reliability, Visual Acuity

In contemporary reading comprehension tests, abilities which may have little to do with reading ability can have a great effect on test scores. Reading tests are not constructed so that they maximize abilities unique to reading. On the other hand, tests on other language skills do not minimize what is unique to reading. Comprehension is the process of getting the message, and a reading comprehension test should give information about that stage of the information processing sequence. The cloze technique, photography of eye movement, and miscue analysis can all be used to measure a smaller range of

information-processing tasks than do the contemporary reading comprehension tests. (VM)

ED 061 806 FL 003 017

Carrington, L. D. And Others

Away Robin Run: A Critical Description of the Teaching of the Language Arts in the Primary Schools of Trinidad and Tobago.

University of the West Indies, St. Augustine (Trinidad). Inst. of Education.

Report No.—Proj-15

Pub Date Feb 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Comparative Analysis, Contrastive Linguistics, Elementary Grades, *English (Second Language), Guidelines, Instructional Materials, Interference (Language Learning), *Language Arts, Language Instruction, *Language Programs, Physical Design Needs, *Program Evaluation, Standard Spoken Usage, Teacher Education, *Teacher Improvement, Teaching Methods, Test Reliability, Textbooks

Identifiers—*Tobago, *Trinidad

The English language arts program in Trinidad and Tobago is handicapped by several conditions. Overcrowding is a problem and reduces the chances for learning. The syllabus in use is out-moded and evidences little understanding of children's language problems. The primary school program is directed toward the Common Entrance Examination. Observations of particular classes reveal additional problems. Questionnaires answered by teachers provide information on their attitudes and teaching practices. The development of new materials and methodologies is needed. An adequate description of the vernacular and its influence on the children's learning must be prepared and published. Teachers' colleges must begin to provide their students with a knowledge of the linguistic problems of the country and instill in them an attitude of experimentation in their teaching. (Author/VM)

ED 061 807 FL 003 018

Streiff, Virginia

Question Generation by First Graders: A Heuristic Model.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—20p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p119-138

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Bilingual Education, Children, *Cognitive Development, Cognitive Processes, Communication (Thought Transfer), Comprehension, *Comprehension Development, Educational Objectives, *English (Second Language), *Grade 1, Inquiry Training, Language Programs, Language Skills, *Listening Comprehension, Mexican Americans, Second Language Learning

This paper describes the design and practical application of a program called "Listening" which has been developed to help young learners of English as a second language gain some strategies for comprehension in their new language. The long-range goal of the program is to develop the learner's active involvement in thinking about the facts he listens to, in applying language and thinking processes which help him comprehend and retain the salient features of a message which often exceed the explicit facts, and then in thinking more about them. Inquiry is the principal device of the program. The children learn to ask relevant, appropriate, and substantial questions, and to value such inquiry by actually engaging in the activity. Question-asking acts as the pivot from second language learning to learning in the second language. A description of the program is provided, with remarks on the objectives and characteristics of the various states of the program. (Author/VM)

ED 061 808 FL 003 035

Muckley, Robert L.

After Childhood, Then What? An Overview of Ethnic Language Retention (ELRET) Programs in the United States.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—23p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p318-340

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Curriculum Design, Ethnic Groups, *Instructional Materials, Interference (Language Learning), *Language Development, Language Programs, Mexican Americans, *Minority Groups, *Native Speakers, Secondary Grades, Second Language Learning, Standard Spoken Usage, Teacher Attitudes, Teacher Education

The means for ethnic language retention (ELRET) should be built into bilingual education programs in the United States. Currently there are very few programs designed to help a foreign speaker maintain his mother-tongue ability as he learns a new language. Materials designed in this field should take advantage of the concept of "domain stability," i.e., the theory that an ethnic language will be retained as long as it continues to be the preferred language within definite areas of activity. Instructional materials should induce speakers to stabilize certain domains in which the ethnic language would be used in their daily lives. This report discusses research conducted in this field and programs and materials that are available. (VM)

ED 061 809 FL 003 036

Bar-Adon, Aaron

Child Bilingualism in an Immigrant Society: Implications of Borrowing in the Hebrew Language of Games.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—54p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p264-317

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arabic, Bilingualism, *Child Language, Children, *Childrens Games, Diachronic Linguistics, Early Childhood, *Hebrew, Immigrants, *Innovation, Interference (Language Learning), *Language Development, Language Patterns, Language Planning, Morphology (Languages), Multilingualism, Pronunciation, Second Language Learning, Sociolinguistics, Yiddish

Identifiers—*Israel

The first waves of immigrants arriving in Palestine were faced with the problem of forming a new culture and creating a new language, actually, reviving Hebrew, an ancient language. The children were faced with creating their own traditions, games, and folklore; in so doing, through straight borrowing, spontaneous translation (loan translation), compounding, derivation of nouns from verbs and verbs from nouns, "contamination," and other processes, they managed to affect the lexicon, phonology, balance in morphological patterns, semantic ranges, and syntax of Hebrew. In the case of a revived language, children have a great deal of freedom to create and borrow in their own way. Gradually their innovations may affect the entire linguistic system. A great deal of borrowing and interference from Arabic is evident in the language used by these children as they play. (VM)

ED 061 810 FL 003 037

Giles, W. H.

Cultural Contrasts in English-French Bilingual Instruction in the Early Grades.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—29p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p368-395a

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Child Language, *Cognitive Development, Cognitive Processes, Early Childhood Education, English, French, Interference (Language Learning), *Language Development, Language Instruction, Language Skills, Learning Theories, Phonology, Preschool Education, Psycholinguistics, Reading Instruction, *Second Language Learning, Spelling Instruction, Syntax

This paper discusses the relationship between language development and cognitive development

in children within the framework of a French-English bilingual school situation. Initially the document covers the language development of the infant learning English; the author then describes specific problems of educating the English-speaking child with French as the principal means of instruction. Tables illustrate the results of tests administered to children in a French-English curriculum, pointing out areas of confusion. (VM)

ED 061 811 FL 003 039

Robinet, Ralph

Developing Curriculum for Bilingual Education.

Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Note—30p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, *Curriculum Development, Educational Strategies, *Elementary Grades, Elementary School Mathematics, Elementary School Science, Fine Arts, *Instructional Materials, Instructional Materials Centers, Language Arts, *Language Programs, Program Evaluation, Resource Materials, Second Language Learning, Social Sciences, Spanish, Spanish Speaking

This document describes the work of the Spanish Curricula Development Center, a project funded by the Bilingual Education Program Branch of the United States Office of Education. It is the function of the Center to develop multidisciplinary resource kits to help support the major areas of instruction in Spanish at the primary level. Forty-eight kits are planned; kits 1-8 have been completed and kits 9-24 are in progress, covering first grade and the first half of second grade. Each kit provides two weeks of work and covers five areas of instruction: Language Arts-Vernacular, Social Science, Science/Mathematics, Fine Arts, and Spanish-Second Language. The means for evaluation of pupils' progress are provided in each kit along with supplementary audiovisual and manipulative materials. A product design or overview is included. Further details on the design and use of the kits and on the educational strands and assessment activities are provided here. (VM)

ED 061 812 FL 003 040

Thonis, Eleanor

The Dual Language Process in Young Children.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—15p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingualism, Child Language, *Cognitive Processes, *Curriculum Design, Curriculum Development, Early Childhood, *Early Childhood Education, Educational Strategies, English (Second Language), Interference (Language Learning), *Language Development, Language Skills, Learning Processes, Literacy, Minority Groups, Second Language Learning, Sociolinguistics, Thought Processes

Problems attributed to dual language learning in early childhood have been exaggerated and may be the result of a failure to control significant research variables. The relationship between a child's acquisition of a language and his ability to think must be better understood for closer investigation of the effects of dual language learning. Several conditions do appear to be conducive to promoting dual language acquisition. It seems that the two languages should be kept in separate contexts so that coordinated language systems might develop. The best language models must be available in both languages. A rich and varied background of environmental encounters is important as are acceptance of the child's uniqueness, respect for his native language, appreciation of his cultural heritage, and attention to his specific language requirements. Curriculum design for early childhood bilingual education should take these conditions into account and encourage improved oral language ability and in-

introductory literacy skills in the native language, intensive oral language development and readiness for literacy in the second language, and access to knowledge in the stronger language. (VM)

ED 061 813 FL 003 041

Herbert, Charles H., Jr.
Initial Reading in Spanish for Bilinguals.
Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—19p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p501-519

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Bilingual Education, Bilingualism, Dialects, Early Childhood Education, Educational Experiments, Instructional Materials, Mexican Americans, Program Evaluation, Pronunciation, *Reading Programs, Reading Skills, Spanish, *Spanish Speaking, *Teaching Methods, Writing

"Initial Reading in Spanish" is a project designed to produce a detailed, descriptive analysis of procedures used to teach Spanish-speaking children in the United States to read in their native language. This document describes the procedures in developing and evaluating such a reading program. The initial step in the program was to observe Spanish reading instruction in several Mexican schools. Observations of procedures and methods used in Mexico were used to devise a program tested in four locations in the United States. Several forms were developed to standardize the procedures for evaluating the program. Extensive videotaping was done in the four experimental classrooms. The final report on the project shows the results of the observations and evaluations made during the project and describes the teaching methodologies that were used. This report summarizes the teaching methodologies and the general results of the project. (VM)

ED 061 814 FL 003 042

Macnamara, John
The Cognitive Strategies of Language Learning.
Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—14p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p471-484

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, *Cognitive Processes, *Communication (Thought Transfer), Educational Strategies, *Language Development, Language Instruction, *Learning Motivation, *Learning Processes, Learning Theories, Psycholinguistics, Second Language Learning

This paper considers the processes involved as children and adults learn a new language. For the child this can mean learning his native language. One difference between learning a language in a classroom and in a "live" situation is motivation toward communication. The child learning his mother tongue is highly motivated to communicate, as are children hoping to be accepted by other children. To be successful, the language class must become a period of vital communication between teacher and pupils. More pressing for most students than a general desire to be able to communicate at some future date is a specific desire to be able to communicate in some actual situation where what is being communicated is of vital concern to the persons involved. (VM)

ED 061 815 FL 003 043

Christian, Jane
Configuration of Style-Dialects in Banaras, India: A Continuum Based on Respect Forms.
Laval Univ., Quebec. International Center on Bilingualism.

Pub Date Nov 71

Note—6p.; In "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p79-84

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, *Comparative Analysis, Consonants, Contrastive Linguistics, *Dialect Studies, Grammar, *Hindi, Indian, *Language Patterns, Language Role, *Lan-

guage Styles, Language Usage, Phonemes, Phonemics, Regional Dialects, Social Dialects, Standard Spoken Usage, Syntax

Identifiers—Bhojpuri, Suddh Hindi

This paper compares respect forms used in Bhojpuri, standard Hindi, and suddh Hindi. The role and use of each dialect are described, and a comparison of respect forms used in each is presented, considering phonemic, grammatical, syntactical, suprasegmental, paralinguistic, and kinesic features. The differences noted appear in a continuum among the dialects. (VM)

ED 061 816 FL 003 046

Stoner, William Vit, Karel V.
Czech Basic Course: Verb List.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.

Report No—DLI-01-CX-47

Pub Date Feb 72

Note—88p.

Available from—Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, *Czech, *Intensive Language Courses, *Language Instruction, Modern Languages, *Slavic Languages, Study Guides, *Verbs, Vocabulary, Word Lists

This compilation of verbs, intended for students of the Defense Language Institute (DLI) Basic Course, provides brief definitions for each entry. No sentence examples are included. The text is intended to serve as a compact reference and study aid. Examples are selected from the Basic Course and the DLI Czech-English Dictionary. Entries are listed alphabetically. (RL)

ED 061 817 FL 003 057

Reibel, David A., Ed. Schane, Sanford A., Ed.
Modern Studies in English: Readings in Transformational Grammar.

Pub Date 69

Note—481p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$9.95)

Document Not Available from EDRS.

Descriptors—*Anthologies, Applied Linguistics, Case (Grammar), Child Language, Descriptive Linguistics, Diachronic Linguistics, *English, Generative Grammar, Grammar, Language Instruction, Language Research, *Linguistic Theory, Phrase Structure, Pronouns, Sentence Structure, *Syntax, *Transformation Generative Grammar, Transformations (Language)

This collection of articles written over a period of 10 years concerning the transformational syntax of English has been divided into six sections. The articles in the first section provide background material for the reader with no specialized linguistic preparation. They present the fundamental questions that linguists are now asking, some of the problems faced in answering these questions, and the notational devices and conventions of transformational description. Sections 2 through 5 treat specific aspects of English structure. Articles appear concerning conjunction, pronominalization, relativization, English comparative construction, phrase structure principles of English complex sentence formation, attachment transformations, adjectives as noun phrases, and a modern theory of case. The sixth section contains articles discussing applications and implications of the transformational approach in such areas as historical change, child language, metrics, and language teaching. (Author/VM)

ED 061 818 FL 003 059

Sick, Goh-Ngong
The Malay Language in Malaysia: An Applied Sociolinguistic Study.

Pub Date May 71

Note—104p.; Master's thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bilingual Education, Cultural Background, Cultural Differences, Curriculum Development, Educational Planning, *Educational Policy, Ethnic Groups, Indonesian Languages, *Language Planning, Language Role, Language Standardization, Language Usage, *Malay, Masters Theses, Minority Groups, Multilingualism, *Nationalism, Second Languages, *Sociolinguistics

Identifiers—Malaysia

This master's thesis considers the linguistic situation of Malaysia and the need for language planning to establish one language as a common link across many diverse ethnic and linguistic groups. The development of the present-day multilingual situation in Malaysia is described. The country is characterized by language islands created by a lack of geographical mobility and insulated through socioeconomic and religious activities. The author discusses the formulation of a satisfactory language policy and advocates that Malay be the language which serves as a symbol of ethnic and cultural identification at the national level, as a means for horizontal mass communication, and as a means of access to science and technology. The implementation of such a language policy through the educational system is discussed. (VM)

ED 061 819 FL 003 066

Gomes da Costa, B.
The Design and Execution of a Language Testing Programme at University Level in the United Kingdom.

Council of Europe, Strasbourg (France).

Pub Date Oct 70

Note—45p.; Working paper delivered at the Symposium on Goal Analysis, Contents Definition and Evaluation in Modern Languages at University Level, Stockholm, Sweden, October 19-24, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Tests, College Language Programs, *College Majors, *German, Grammar, Language Learning Levels, *Language Proficiency, Language Research, *Language Tests, Learning Theories, Liberal Arts Majors, *Modern Languages, Second Language Learning, Universities

Identifiers—*England

This paper describes an experimental testing program in English which parallels a broader, 1967 study concerning second language acquisition in the United States. The earlier study, conducted by John Carroll, concentrated on determining proficiency of language majors in five foreign languages. This experiment limits the field of study to German majors engaged in the British Honours Degree programs at several universities. Phase I is based on the MLA Advanced Proficiency Tests and the Carroll-Sapon Modern Language Aptitude Test. Additionally, Alice Heim's "AH5 Group Test of High Grade Intelligence" and a comprehensive questionnaire devised by the author were also administered to some 400 students. Conclusive results were not obtained for various reasons explained by the author. (RL)

ED 061 820 FL 003 067

Garcia, Sandra Anderson
Colonialism in the Classroom: Teaching "Good" Grammar to Black Children.

Pub Date 29 Feb 72

Note—13p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Comprehension, *Cultural Background, Deep Structure, English, Grammar, *Language Instruction, Language Skills, Negroes, *Nonstandard Dialects, Sociolinguistics, *Standard Spoken Usage, *Student Attitudes, Values

Standard English must be considered as a language that can and should be learned and used by any human who finds it advantageous to do so, but which has no more exotic and virtuous qualities than any other language or dialect. The teacher of standard English to speakers of Black English should be aware of the kinds of language skills that children acquire before they enter school; speakers of Black English understand a wide range of registers and styles of standard English, as well as several dialects of English. The teacher must understand the underlying principles of the student's dialect and the system of rules governing his speech. The teacher must consider the values of the child and consider with whom the child identifies and for what reasons. The teacher can then deal with the possibility of commanding a full range of styles and registers of two dialects, the advantages of being able to switch dialects, and methods of teaching a second dialect. (Author/VM)

ED 061 821 FL 003 068

Slovenian: Non-Resident Language Refresher Course. 210 Hour Course, Volume VI.

Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense,
Washington, D.C.
Pub Date Aug 62
Note—165p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Classroom Materials, Conversational Language Courses, Geography, History, *Instructional Materials, *Intensive Language Courses, *Language Skills, Military Personnel, Oral Communication, *Second Language Learning, Slavic Languages, *Slovenian, Vocabulary Development

Volume 6 of this refresher course, designed for use by United States Armed Forces Intelligence Units, consists of 10 area-background, situation lessons. The primary objectives are to maintain and develop aural comprehension and oral fluency, reading ability, and writing ability in the Slovenian language. Materials presented in the course are intended for the student who has had considerable intensive training in spoken and written Slovenian. Lessons may be used with prerecorded tape, allowing a minimum of supervision. Classroom lessons consist of: (1) dialogues, (2) dialogue translation, (3) reading text, (4) recombination drill, (5) translation exercise, and (6) study guide for language laboratory exercises. Vocabulary lists are included in each lesson. (RL)

ED 061 822 FL 003 069

Hoffman, Melvin J.
Phonology: Its Role in the Second Dialect Classroom.

Pub Date 29 Feb 72

Note—8p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—English, *Grammar, Interference (Language Learning), *Language Instruction, Language Skills, Negro Dialects, Nonstandard Dialects, *Phonology, *Pronunciation, Reading Instruction, Sociolinguistics, *Standard Spoken Usage, Writing

The teacher working with second-dialect students needs knowledge of the phonology used by his students to deal, not primarily with their pronunciation problems, but, with their reading and writing problems. In language classrooms, priority should be given to the aspects of language used by children that identify them as non-standard speakers. Grammatical differences appear to be more significant than do differences in pronunciation both in the spoken language and as the child is learning to read. Several works on the phonology of Black English which are available are listed here. (VM)

ED 061 823 FL 003 070

Meserole, Harrison T., Comp.

1970 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Volume I: General, English, American, Medieval and Neo-Latin, Celtic Literatures; and Folklore.

Modern Language Association of America, New York, N.Y.

Pub Date 72

Note—212p.

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$8.00)

Document Not Available from EDRS.

Descriptors—American Literature, Authors, *Bibliographic Citations, *Bibliographies, Citation Indexes, Classical Literature, English Literature, Folklore Books, Information Retrieval, *Literary Criticism, *Literature, *Literature Guides, Medieval Literature, World Literature

Volume I of the four-volume, international bibliography contains over 11,140 entries referring to books, Festschriften, analyzed collections, and articles which focus on General, English, American, medieval and neo-Latin, and Celtic literatures. A section of folklore is also included. The section on general literature includes: (1) aesthetics, (2) literary criticism and literary theory, (3) general and comparative literature, (4) themes and types, (5) bibliographical, and (6) miscellaneous. The section on folklore includes: (1) general, (2) prose narratives, (3)

gnomic folklore, (4) folk poetry, (5) folk games and toys, (6) dramatic folklore, (7) music and dance, (8) folk customs, beliefs, and symbolism, and (9) material culture. Nearly all entries appeared in 1970. Articles which were too late for inclusion in the 1969 bibliography are listed. The master list of the nearly 1,500 periodicals from which entries are derived is furnished at the beginning of the volume with a table of abbreviations. An author index is provided. Starred items indicate availability of an abstract in the Modern Language Association (MLA) abstract collection. (RL)

ED 061 824 FL 003 071

Di Pietro, Robert J.
Bilingualism and Bidialectalism.

Pub Date Feb 70

Note—15p.; Paper presented at the 1970 Spring Institute on Teaching English as a Second Language and as a Second Dialect, Tallahassee, Florida, February 13-17, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingualism, Communication (Thought Transfer), *Cultural Differences, Culturally Disadvantaged, Curriculum Development, Diglossia, English (Second Language), Ghettoes, Lower Class, Minority Groups, Mutual Intelligibility, *Nonstandard Dialects, Second Language Learning, Social Dialects, *Social Differences, Spanish Speaking, *Standard Spoken Usage, Teaching Methods, Urban Language

This paper discusses and compares bidialectalism and various types of bilingualism, and the educational considerations presented by each. Stable bilingualism can result when each language is used by most, if not all, members of the community for different purposes. In a bilingual situation, societal factors are frequently such that no agreement can be reached as to the role each language should play. One language group may be materially wealthier and force members of the less-fortunate groups to abandon their language as well as their cultural values in order to share the wealth. Bidialectal individuals possess both a socially stigmatized and a prestige variety of the same language. Both bidialectalism and bilingualism as they are found in the United States are mainly of the transitional type. Both phenomena seem to be marked with some degree of strife or social tension. The resolution of the social imbalances accompanying both situations, however, will probably not be the same. (Author/VM)

ED 061 825 FL 003 072

Mentzer, Carl Henrik von
Teaching Method English (UME).

Ministry of Education, Stockholm (Sweden).

Pub Date Dec 71

Note—9p.

Journal Cit—School Research Newsletter; n31 p1-9 Dec 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, *Documentation, Educational Experiments, *English (Second Language), Grammar, Instructional Materials, *Investigations, *Language Programs, Language Skills, Newsletters, Program Evaluation, Psycholinguistics, Second Language Learning, *Teaching Methods, Vocabulary

This newsletter provides a summary of the documentation available on the activities connected with the Unterrichtsmethode English (UME) Project, an investigation of methods for teaching English as a second language, conducted from 1965 to 1970. The documents listed and described cover general reports; details of the material-method system; material design and instructional materials; activities; subordinate studies on instructional aims, content, forms of English teaching; and investigations concerning vocabulary, grammatical structures, subjects to be learned, and learning activities. Availability of the reports is indicated. (VM)

ED 061 826 FL 003 073

Weinrib, Alice, Ed.
A Study Guide to Accompany Wilga Rivers' "Teaching Foreign-Language Skills."

Pub Date 72

Note—105p.

Available from—Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$1.75)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Basic Skills, Instructional Materials, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Study Guides, *Teacher Education, *Teaching Methods, Textbook Evaluation, Textbook Preparation, Textbooks

A chapter-by-chapter analysis of Wilga Rivers' textbook, "Teaching Foreign-Language Skills," is introduced by an address which focuses on the background, assumptions, and problems in writing the study. An overview of the educational scene and Dr. Rivers' work is also included. Chapters deal with: (1) objectives and methods, (2) the audiolingual method, (3) the place of grammar, (4) construction of grammatical drills and exercises, (5) teaching sounds, (6) listening comprehension, (7) the speaking skill: learning the fundamentals, (8) the speaking skill: spontaneous expression, (9) the reading skill, (10) the writing skill, (11) cultural understanding, (12) testing: principles and techniques, and (13) tape recorders and language laboratories. It is suggested that Dr. Rivers' text, this study guide, and tapes of the author's conference on "Motivation in Second Language Learning and Teaching" would be suitable as the basis for a one to three day language teachers' workshop. Tapes and transcripts of these materials are available to teacher-training institutions from the Modern Language Center. (RL)

ED 061 827 FL 003 074

Wilson, Lois Irene
Teaching Syntactic Meaning for Reading.

Pub Date 28 Feb 72

Note—13p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, English (Second Language), Function Words, Grammar, Instructional Materials, *Language Patterns, Pattern Recognition, Psycholinguistics, *Reading Instruction, Reading Processes, *Second Language Learning, Semantics, *Sentence Structure, Syntax, *Teaching Methods, Transformation Theory (Language)

This paper presents a technique for teaching reading to foreign language students based on the importance of structural meaning in reading processes. Students are expected to learn particular language patterns for recognition only and are not expected to produce them. Such a procedure acknowledges certain differences between written and spoken language. The author discusses the different processes required by the basic language skills, the importance of syntactic meaning in reading, and certain aspects of the transformational model that are relevant to reading instructional materials. In conclusion the author describes the procedure for presenting structure patterns for recognition in the reading class. (VM)

ED 061 828 FL 003 076

Bockman, John F., Ed. Gougher, Ronald L., Ed.
Individualization of Foreign Language Learning in America: IV. Spring, 1972.

West Chester State Coll., Pa.

Pub Date 72

Note—13p.; Editorial Comment

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, German, *Individualized Instruction, Instructional Program Divisions, *Language Instruction, *Language Programs, *Modern Languages, *Newsletters, Program Improvement, Second Language Learning, Self Actualization, Student Motivation, Student Needs, Teaching Methods

This issue of a continuing newsletter on individualizing language instruction provides discussion of how several educators have implemented individualized language programs in their school systems. Editorial comments introduce articles on: "No-Fail" German Individualized Program at the University of California at Riverside, (2) Self-Paced Introductory French at Prince George's Community College, and (3) Horizontal and Vertical LAPS (Learning Activity Packages). A brief bibliography on recent writings in the field is included. (RL)

ED 061 829 FL 003 077

Richards, Jack C.
Social Aspects of Language Learning.

Pub Date 28 Feb 72

Note—22p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Bilingualism, Economic Factors, English (Second Language), Immigrants, Interference (Language Learning), Language Development, Language Planning, Language Role, Linguistic Competence, *Minority Groups, Negro Dialects, *Nonstandard Dialects, Second Language Learning, *Social Factors, Social Mobility, Social Structure, *Sociolinguistics, *Standard Spoken Usage

The conditions for the acquisition of communicative competence in standard English must be considered in the case of language learning by immigrants, indigenous minority language groups, and speakers of Black English. The crucial factor in language learning is the relationship between the minority group and the local society. Among immigrant groups and indigenous minority language groups, interlanguages have arisen containing norms which fall partially between those of the mother tongue and the target language. Economic, social, and cultural variables are at play in the creation of interlanguages as they are among speakers of Black English. Efforts to teach standard English to speakers of nonstandard dialects do not consider societal realities. Most current literature on teaching standard English as a second dialect maintains that language is the key to social mobility rather than social mobility being responsible for changes in language. Nobody can be expected to learn the language of a social group if, at the same time, he is denied the means by which he can become a member of that group. (Author/VM)

ED 061 830

FL 003 078

Jakobovits, Leon A.

On Becoming a Language Teacher.

Pub Date 29 Feb 72

Note—18p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Characteristics, Anxiety, Behavior Patterns, *Behavior Theories, Fear, Inhibition, Insecurity, Instructional Program Divisions, *Language Instruction, Mental Illness, Modern Languages, *Personality Development, Personality Theories, Psychoeducational Processes, Psychological Needs, Psychological Patterns, Role Conflict, Self Actualization, *Teacher Attitudes, *Teaching Styles

Underlying this essay on psycholinguistic theory is the belief that language teachers often suffer from neurotic symptoms of confusion, anxiety, and uncertainty in connection with their work. The author discusses his "BALT" theory (battered language teachers). Philosophically-oriented remarks are directed toward teachers wishing to redirect their educational philosophy and teach through a heightening and expansion of their own personal consciousness. A direct analogy between Charles A. Reich's "The Greening of America" and Jakobovits' ideas concerning "consciousness" and "freedom" is evident throughout this paper. It is the author's hope that a widespread conversion among language teachers of the 'old school,' based on the premises of freedom in psycholinguistic and pedagogical areas, rather than on intellectual servitude, will be forthcoming. (RL)

ED 061 831

FL 003 079

ElLaissi, M. I.

A Methods Course for Prospective Teachers of English in Desegregated High Schools.

Pub Date 1 Mar 72

Note—23p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., March 1, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Educational Objectives, *English, *High Schools, Learning Activities, Lesson Plans, *Methods Courses, Morphology (Languages), Negro Dialects, Nonstandard Dialects, *School Integration, Standard Spoken Usage, *Teacher Education, Teacher Qualifications, Teaching Procedures, Word Recognition

The purpose of this paper is to formulate objectives pertaining to knowledge, thinking, attitudes, and skills for a methods course for prospective teachers of English in desegregated high schools, to discuss the selection and organization of course content, to illustrate the principle that prospective teachers learn to teach by performing and discovering, to identify techniques in the evaluation of the prospective

teacher's ability to apply what has been learned, and to raise questions that are external to the methods course but may affect its components. The first appendix lists morphological differences between standard and Negro nonstandard English; the second provides a lesson plan model, learning activities, and teaching procedures for concept development and word recognition. (Author/VM)

ED 061 832

FL 003 080

Lee, W. R.

Audio-Visual Aids to the Learning of EFL for Vocational Purposes.

Pub Date Jan 72

Note—14p.; Paper presented at the International Association of Teachers of English as a Foreign Language meeting, Middlesex, England, January 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Classroom Techniques, *English (Second Language), Films, Instructional Materials, Instructional Media, Language Instruction, Language Laboratories, Language Research, Pronunciation, Second Language Learning, Tape Recordings, *Teaching Methods, Television, Visual Aids, Vocabulary Development, *Vocational Education

Audiovisual aids can be helpful in language learning associated with education in a particular vocational field. While students in all fields must master the grammar of a language, the vocabulary needed may vary according to the vocation a student has chosen. Audiovisual aids can help a student preparing for a particular occupation. Visual aids can illustrate environment and situations for language use. Recordings of people on-the-job provide examples of dialect pronunciations and idiosyncratic or so-called careless speech. Through audiovisual aids, the student can obtain a good idea of the linguistic demands of a particular job or occupation through glimpses of the work or activity to which the language relates. (Author/VM)

ED 061 833

FL 003 083

Munzer, Hans W. And Others

German Basic Course: Instructor's Volume.

Volume 1, Part 1, Lessons 1-8.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—01-GM-32

Pub Date Mar 72

Note—271p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Basic Skills, Cartoons, Conversational Language Courses, Cultural Education, *German, Grammar, *Instructional Materials, *Intensive Language Courses, *Language Instruction, *Language Skills, Modern Languages, Phonetics, Reading Development, Textbooks, Translation

The first of a two-volume guide for instructors in the Defense Language Institute's "German: Basic Course," this text concentrates on the phonology and the most common structural patterns of the language. The vocabulary includes 575 items. Each of the eight lessons, structured about social activities, is meant to be mastered in six classroom hours. Daily lesson units include: (1) grammar notes, (2) cultural notes, (3) new pronunciation, (4) new structures, (5) dialogue, translation, and cartoon guide, (6) dialogue, (7) supplementary materials, (8) homework assignments, (9) dialogue elicitation exercise, (10) reinforcement drills, (11) dictation exercise, (12) narrative prose, and (13) glossary. For the companion document see FL 003 084. (RL)

ED 061 834

FL 003 084

Munzer, Hans W. And Others

German Basic Course: Instructor's Volume.

Volume 1, Part 2, Lessons 9-15.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—01-GM-32

Pub Date Mar 72

Note—242p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Basic Skills, Cartoons, Cultural Education, *German, Grammar, *Instructional Materials, *Intensive Language Courses, *Language Instruction, *Language Skills, Modern Languages, Phonetics, Reading Development, Textbooks, Translation

The second of a two-volume guide for instructors in the Defense Language Institute's "German: Basic Course," this text concentrates on the phonology and the most common structural patterns of the language. The vocabulary includes 575 items. Each of the seven lessons, structured about social activities, is meant to be mastered in six classroom hours. Daily lesson units include: (1) grammar notes, (2) cultural notes, (3) notes on the writing system (lessons 12-15), (4) new pronunciation, (5) new structures, (6) dialogue, translation, and cartoon guide, (7) dialogue, (8) supplementary materials, (9) homework assignments, (10) dialogue elicitation exercise, (11) reinforcement drill, (12) dictation exercise, (13) narrative prose, and (14) glossary. For the companion document see FL 003 083. (RL)

ED 061 835

FL 003 085

Bilingual Program Application for Continuation Proposal: Compton Unified School District.

Compton City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-9-140229-4156

Note—258p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Objectives, *Bilingual Education, Bilingual Teacher Aides, Curriculum Design, *Educational Objectives, Educational Strategies, *Elementary Grades, English (Second Language), Inservice Teacher Education, Instructional Materials, Language Instruction, Language Programs, Mexican Americans, Paraprofessional School Personnel, Parent Participation, Program Evaluation, *Program Proposals, School Personnel, Second Language Learning, Spanish Speaking

Identifiers—California, *Compton

This document contains the continuation proposal for the fourth grade Compton bilingual education program. A review of the third year is included with details on process evaluation, project personnel and duties, new vocabulary developed by the project for lexical references, and inservice training of teachers. Information concerning the proposed fourth year covers personnel, long range program goals, immediate fourth-year goals, audit planning, details on program management, budget requirements, curriculum, instructional materials, behavioral objectives, and evaluation design. Appendixes include related documents, many in Spanish, on a variety of topics: program philosophy and principles, reading instruction and testing, vocabulary, instructional materials, inservice training for teachers and paraprofessional school personnel, and a plan for parent participation. (VM)

ED 061 836

FL 003 090

Russian Advanced Course: Glossary to Alexander Solzhenitsyn's Novel "One Day in the Life of Ivan Denisovich."

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—06-RU-24

Pub Date Mar 72

Note—63p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Advanced Students, Cultural Education, Expressive Language, *Glossaries, Idioms, *Intensive Language Courses, *Russian, *Russian Literature, Social Differences, Social Disadvantage, Social Studies, *Standard Spoken Usage, Vocabulary

Identifiers—*Solzhenitsyn (Alexander), *Soviet Union

This glossary is intended to assist students seeking to broaden their knowledge of Russian as it is currently spoken. The lexical items, largely consisting of idioms and colloquialisms, are listed with English translations, in the order of their appearance in the text and grouped to correspond to each individual page of the book. The novel is suggested for use in advanced Russian classes as an exemplary cross-cultural study of Russian society, illustrating differences in educational, social, and economic levels. Social strata and ethnic groups are also reflected through differing styles of speech and dialectal variation. (RL)

ED 061 837 FL 003 093

Turney, Michael T. And Others

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, 1 October-31 December 1971.

Haskins Labs., New Haven, Conn.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Naval Research, Washington, D.C. Information Systems Research.

Report No.—SR-28-71

Pub Date 71

Note—256p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Acoustics, Anatomy, *Articulation (Speech), Auditory Perception, Aural Stimuli, Electromechanical Technology, *Experiments, *Information Processing, Investigations, Japanese, *Language Research, Listening, Phonetics, Physiology, Psycholinguistics, *Speech, Tables (Data), Thai, Visual Perception, Vowels

This report on speech research contains papers describing experiments involving both information processing and speech production. The papers concerned with information processing cover such topics as peripheral and central processes in vision, separate speech and non-speech processing in dichotic listening, and dichotic fusion along an acoustic continuum. Speech production topics covered include the activity of the intrinsic laryngeal muscles in voicing control, velopharyngeal function in oral/nasal articulation and voicing gestures, laryngeal adjustments for vowel devoicing in Japanese, vowel stress and articulatory reorganization, tension in some American English vowels, and word-final stops in Thai. One paper in the collection concerns reading machines for the blind. The final paper discusses the evolution of human speech anatomy. A list of publications and reports is provided along with author and title indexes to the previous status reports on speech research. (VM)

ED 061 838 FL 003 094

Burt, Marina K.

Goof Analysis in English as a Second Language.

Pub Date Oct 71

Note—16p.; Paper presented at Harvard University, Cambridge, Massachusetts, October 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comprehension, *English (Second Language), *Error Patterns, Grammar, *Instructional Materials, Language Instruction, Learning Theories, Second Language Learning, Syntax, *Teaching Methods

In deciding what grammar should be taught, teachers of English as a second language can notice and record common errors (goofs) made by their students. It is possible to expose all types of goofs, state the rules to correct them, acquaint the teacher with the types of goofs made by persons from all over the world, and give them the grammar necessary to understand and handle them. A hierarchy of goofs can be established by taking sentences with numerous errors and determining which error, when corrected, does the most to make the sentence comprehensible. The most important goofs should be corrected first, one at a time. As a consequence, the speaker can be understood, even if his English isn't perfect. The pervasiveness of aspects of English grammar should also be considered when deciding what to teach. (VM)

ED 061 839 FL 003 095

Readiness Checklist.

Las Cruces School District, N. Mex.; National Consortia for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Evaluation, Behavior Patterns, *Bilingual Education, Child Development, Diagnostic Tests, *Early Childhood, Language Development, Maturity Tests, *Psychomotor Skills, *Readiness, *School Readiness Tests, Social Adjustment, Speech, Visual Perception

The Readiness Checklist is a 69-item instrument that provides a measure of the psychomotor development of children. It covers seven main areas: general health, movement patterns and muscular coordination, auditory skills, visual skills, speech and language, personal independence, and social adjustment. The checklist is designed to measure a child's level of physical maturity and can be used to collect data as a diagnostic tool to isolate deficient children for immediate remedial action. Collection of data through the checklist can result in the establishment of norms. A score sheet is attached to the checklist. (Author/VM)

ED 061 840

FL 003 096

Smith, Merle

Pontiac Title VII Bilingual Education Program,

1970-71: Final Evaluation Report.

Pontiac City School District, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Bilingual Teacher Aides, Cultural Education, Educational Experiments, Educational Objectives, Elementary Grades, *English (Second Language), Interference (Language Learning), Language Programs, *Program Evaluation, School Community Relationship, Second Language Learning, *Spanish, Statistical Analysis, Tables (Data), *Testing

Identifiers—Pontiac Bilingual Program; Michigan

This final report on the Pontiac Bilingual Program begins with a description of the program and a discussion of the school-community relationship established in the program. Monolingual children, language-interference students, and Anglo children are included in the experiment. The research procedures and tests used in the experiment are described; the test results are presented and discussed. Process evaluation reports are also included; the process evaluation was carried out through the use of on-site visits, attendance at weekly staff meetings, and attendance at advisory board meetings. The evaluation results are summarized in the final section, and limitations and recommendations are presented. The appendix includes examples from tests used in the evaluation. (VM)

ED 061 841

FL 003 103

Rassias, John A.

Report to the ESSO Foundation on Two Years' Experimentation in Intensive Language Training at Dartmouth College, Hanover, New Hampshire, 1968-1970.

Dartmouth Coll., Hanover, N.H.

Spons Agency—Esso Education Foundation.

Pub Date 70

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Language Programs, Colleges, College Students, French, German, *Intensive Language Courses, *Language Instruction, Language Programs, Modern Language Curriculum, *Modern Languages, Second Language Learning, Spanish, Student Motivation, Study Abroad, *Teaching Methods

An intensive elementary-level language course for college students, seeking to provide meaningful application of language skills and to improve student attitudes toward second language learning, is described in this report. The three-term course in which students work extensively with undergraduate apprentice teachers while living in language dormitories is followed by a term of study abroad, supervised by Dartmouth faculty and indigenous instructors. The study includes discussion of: (1) educational philosophy and objectives; (2) language curriculum at Dartmouth; (3) outline of a new course including schedule, class size, course credit, instructional needs, apprentice teachers, workshops, and operational procedures; (4) program notes including assump-

tions in language training, rationale for techniques, techniques, and conditions; (5) the teacher; (6) experimentation; (7) student achievement; (8) the language requirement and recommendations; and (9) concluding remarks. Descriptions of a speaking test and an achievement chart are appended. (RL)

ED 061 842

FL 003 106

Slovenian: Non-Resident Language Refresher

Course, 210 Hour Course, Volume VII.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense,

Washington, D.C.

Pub Date Feb 63

Note—163p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Classroom Materials, Conversational Language Courses, Geography, History, *Instructional Materials, *Intensive Language Courses, *Language Skills, Military Personnel, Oral Communication, *Second Language Learning, Slavic Languages, *Slovenian, Vocabulary Development

Volume 7 of this refresher course, designed for use by United States Armed Forces Intelligence Units, consists of 10 area-background, situation lessons. The primary objectives are to maintain and develop aural comprehension and oral fluency, reading ability, and writing ability in the Slovenian language. Materials presented in the course are intended for the student who has had considerable intensive training in spoken and written Slovenian. Lessons may be used with prerecorded tape, allowing a minimum of supervision. Classroom lessons consist of: (1) dialogues, (2) dialogue translation, (3) reading text, (4) recombination drill, (5) translation exercise, and (6) study guide for language laboratory exercises. Vocabulary lists are included in each lesson. (RL)

ED 061 843

FL 003 120

Gougher, Ronald L., Ed.

Individualization of Instruction in Foreign Languages: A Practical Guide. Language and the Teacher: A Series in Applied Linguistics, Volume 13.

Pub Date 72

Note—192p.

Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 (\$3.85)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Educational Objectives, Evaluation Criteria, *Individualized Instruction, Instructional Program Divisions, *Language Instruction, *Modern Languages, Resource Guides, *Second Language Learning, Student Evaluation, Teaching Guides, Teaching Methods, *Teaching Techniques

This volume, one in a continuing series in applied linguistics, contains 11 articles which guide the teacher seeking to understand and implement the individualization of instruction in the classroom. Written for language teachers at every instructional level, this text views individualized instruction as a realistic goal, emphasizing the articulation of performance objectives according to the optimum learning rates and interests of individual students. The articles include: (1) "Defining Individualized Instruction of Foreign Languages," (2) "The State of Individualized Foreign-Language Instruction in 1970," (3) "The Foreign-Language Teacher and the Process of Change: A Case for Individualized Instruction," (4) "A Typology of Foreign-Language Education with Particular Emphasis on Compensatory and Individualized Instruction," (5) "The Management of Individualized Programs," (6) "A Checklist for Development and Control of Individualized Instruction," (7) "Problems of Individualized Instruction—How Some Successful Programs Deal with Them," (8) "Development of Mini-Courses at Marshall-University High School: Individualization and Interest," (9) "Foreign Languages in John Dewey High School, New York City: An Individualized Approach," (10) "Grading and Awarding Credit on a 'Humane' and Sensible Basis: The Ithaca Experience," and (11) "A Selected Resource List for Individualizing Foreign-Language Instruction." (RL)

ED 061 845

FL 003 122

Wardhaugh, Ronald
TESOL: Our Common Cause.
Pub Date 28 Feb 72

Note—22p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, Applied Linguistics, *Education, Educational Improvement, *English (Second Language), *Interdisciplinary Approach, Learning Theories, Linguistics, Linguistic Theory, *Objectives, Political Influences, Psychology, Relevance (Education), Second Language Learning, Social Factors, Sociology, Teaching Methods

The Teachers of English to Speakers of Other Languages (TESOL) organization is at a stage in its development when it must actively solicit contributions from a variety of disciplines: linguistics, psychology, sociology, anthropology, and education. While such an interdisciplinary approach to problems has its dangers, particularly when allied to the goal of social and political relevance in the actions that follow, it is the only appropriate approach for the 1970's. TESOL will develop best as an organization through fostering interdisciplinary endeavors, encouraging the socio-political concerns of its members, and being pragmatic and eclectic in the conduct of its professional affairs. (Author)

ED 061 845

FL 003 123

Brown, H. Douglas
The Psychological Reality of "Grammar" in the ESL Classroom.

Pub Date 29 Feb 72
Note—11p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Class Activities, Classroom Techniques, *Cognitive Processes, Communication (Thought Transfer), Deep Structure, *English (Second Language), *Grammar, Language Instruction, Learning Theories, Motivation, Psycholinguistics, Recall (Psychological), Second Language Learning, *Semantics, Surface Structure, Syntax, *Teaching Methods, Transformation Generative Grammar

Examining the relationship between linguistic functions and other complex mental and emotional processes such as intellect, conceptual behavior, personality differences, egocentricity, and other important facets of cognitive and affective behavior may lead to the description of "psychologically" real grammatical structures which relate directly to mental processing, storage, and recall. Such a concept of English grammar with a cognitive basis according to a generative semantic theory of language would increase meaningful learning in English as a second language (ESL). According to generative semantic theory, the semantic organization is the base and forms the deep structure; the syntax emerges from the semantic base. From the beginning stages, language learning can and should be meaningful, with meaningful manipulation the goal of early ESL classes leading to communication and meaningful learning. Through communication the learner himself is better able to relate his new language to his own cognitive organization. (Author/VM)

ED 061 846

FL 003 129

Dodge, James W., Ed.
Other Words, Other Worlds: Language-in-Culture. Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages.

Northeast Conference on the Teaching of Foreign Languages, Inc., Madison, Conn.
Pub Date 72

Note—146p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$4.25)

Document Not Available from EDRS.

Descriptors—*Cultural Education, *Cultural Interrelationships, French, German, Greek, Individualized Instruction, Instructional Materials, Instructional Program Divisions, Italian, Japanese, *Language Instruction, *Language Patterns, Latin, *Modern Languages, Relevance (Education), Resource Guides, Russian, Spanish, Teaching Guides, Teaching Methods

The Report of the First Working Committee of the 1972 Northeast Conference on the Teaching of Foreign Languages focuses on the interrelationship of culture and language. A discussion on teaching another culture and on sociocultural aspects of foreign-language study comprises the first major section of the "Report." The second part presents short papers, with discussions, on: (1) ancient Greek and Roman culture, (2) France, (3) Quebec: French Canada, (4) an approach to courses in German culture, (5) Italy and the Italians, (6) Japan: spirit and essence, (7) the Soviet Union, (8) Spain, and (9) Spanish America. Source materials and periodicals are suggested in each area. Appendixes contain several articles: "Teaching Foreign Languages: A Brief Retrospect and Prospect," by Robert Mead; "Individualizing Instruction through Team Teaching," by Frank Otto; and "La Revolté des jeunes or An Experiment in Relevancy," by Michael Agatstein. A topical index of the Northeast Conference Reports of 1954-71 concludes the study. (RL)

ED 061 847

FL 003 166

Busse, Bonnie B.
Innovation in the Professional Preparation of Foreign Language Teachers.

Illinois Foreign Language Teachers Association.
Spons Agency—Western Illinois Univ., Macomb.
Pub Date Apr 72

Note—8p.

Journal Cit—Bulletin of the Illinois Foreign Language Teachers Association; v4 n1 p20-27 Apr 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Technology, Individualized Instruction, Instructional Program Divisions, Interaction Process Analysis, Language Instruction, *Language Teachers, Microteaching, *Modern Languages, Performance Criteria, Second Language Learning, *Teacher Education, *Teaching Methods, Technology, Television, Video Equipment, Video Tape Recordings

A brief review of innovative approaches to the teaching of foreign languages during the 1960's is presented in this report. The potential use of media in current programs is emphasized in a discussion of: (1) creative application of technology in the solution of instructional problems, (2) television and related media, (3) observation via television and videotape, (4) microteaching, (5) interaction analysis, (6) performance curriculum, and (7) individualization. (RL)

ED 061 848

FL 003 167

Elliott, Jacqueline C.
Language and Culture in Harmonious Performances.

Illinois Foreign Language Teachers Association.
Spons Agency—Western Illinois Univ., Macomb.
Pub Date Apr 72

Note—7p.; Speech presented at the Illinois Foreign Language Teachers Association annual meeting, Chicago, Illinois, November 6, 1971

Journal Cit—Bulletin of the Illinois Foreign Language Teachers Association; v4 n1 p5-11 Apr 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contrastive Linguistics, Cross Cultural Studies, Cultural Differences, *Cultural Education, Foreign Culture, French, *Language Instruction, Modern Languages, *Relevance (Education), Second Language Learning, Spanish, Student Attitudes, *Student Motivation, *Teaching Method, Introductory remarks, critical of teaching methods in language programs, lead the author to explore the concept of "culture" and its place in the curriculum. Several definitions of culture are proposed and followed by contrastive examples in French and Spanish. The teaching of culture through language instruction is suggested to be a means of making second language learning relevant to the student. (RL)

ED 061 849

FL 003 172

Swain, Merrill, Ed.
Bilingual Schooling: Some Experiences in Canada and the United States.

Ontario Inst. for Studies in Education, Toronto.
Pub Date 72

Note—102p.; Symposium Series/1, Report on the Bilingual Education Conference, Toronto, Ontario, March 11-13, 1971

Available from—Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$2.75)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingualism, College Language Programs, *Conference Reports, *Curriculum Design, *Educational Experiments, English, English (Second Language), French, Intensive Language Courses, Language Planning, *Language Programs, Language Role, Minority Groups, Nonstandard Dialects, Psycholinguistics, Second Language Learning, Sociolinguistics, Symposia, Teaching Methods

Identifiers—*Canada

The papers included in this volume constitute the report of a conference on bilingual education that took place in Toronto in March 1971, sponsored by the Ontario Institute for Studies in Education (OISE). An introduction to the book defines terms, presents questions and problems, and provides a summary of the current tasks established in the conference working paper. The following papers appear in the volume: "The Objectives of Bilingual Education in Canada from an English-speaking Perspective," "Types of Bilingual Education," "An Approach to Bilingual Education: The St. Lambert Experiment," "Perspectives on the Montreal Programs," "Bilingual Education in Ontario," "The Toronto French School," "An Experiment with Grade 8 French Immersion," "Le Collège Bilingue," "The Ottawa Separate School Board Primary Immersion Program," "Le Centre Culturel de Français Intensif, Ottawa," "The OISE Bilingual Education Project," "Bilingual Education: The American Experience," and "The Dilemma of Bilingual Education." A summary of conference discussions and a bibliography are included. (VM)

ED 061 850

FL 003 176

Williams, George
Some Errors in English by Spanish-speaking Puerto Rican Children.

Language Research Foundation, Cambridge, Mass.
Pub Date Jan 72

Note—18p.; In "Language Research Report No. 6," p85-102

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contrastive Linguistics, Curriculum Development, Dialect Studies, Elementary School Students, *English (Second Language), *Error Patterns, Interference (Language Learning), Language Instruction, Morphology (Languages), Phonetics, *Pronunciation, *Puerto Ricans, Spanish Speaking, Speech, Spontaneous Behavior, Standard Spoken Usage, *Syntax, Vowels

The purpose of the investigation reported in this document is to determine the range of errors in the spontaneous speech of Puerto Rican children of intermediate English ability in order to provide specific information on phonetic and morphological deviations from standard English for use in curriculum development. The study first considers common pronunciation problems, many attributed to the influence of Spanish. Problems with vowels, diphthongs, consonants, consonant clusters, stops, and spirants are discussed. Syntactic problems with auxiliaries, tense and number, object complements, negation, structures difficult to understand, and miscellaneous lexical items are also considered. Examples of the errors are provided. (VM)

ED 061 851

48

FL 003 179

Hashimoto, Mantaro J.
A Guide to the Shanghai Dialect.

Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-7734

Pub Date Jun 71

Contract—OEC-0-9-097734-4516-014

Note—355p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Bibliographies, *Chinese, Consonants, Descriptive Linguistics, *Grammar, Language Styles, Morphemes, *Morphology (Languages), *Phonology, *Regional Dialects, Syllables, Syntax, Tone Languages, Vocabulary, Vowels

Identifiers—*Shanghai Dialect

This document describes the Shanghai dialect of Chinese. An introduction to the paper provides

information on previous research on the dialect. Items covered in the phonological description include syllable structure, initials, finals, tones, tone change, and differences in initials and finals in the colloquial and literary forms. The morphemes of the Shanghai dialect are presented in the matrix of Ancient Chinese sound categories to allow comparison with similar items among the other dialects. The tables are arranged according to rime group distinction, division distinction, and tonal distinction, in that order. Five colloquial Shanghai dialogues in phonemic notation with English are presented, and the grammatical notes that accompany them cover pronouns, deictics, interrogatives, aspects, negatives, sentence particles, and classifiers. The dialogues are the Shanghai equivalents of the five dialogues of Peking-Mandarin given in T. Kuraishi's "A Textbook of Beginning Mandarin." A bibliography listing relevant works is included in the document and a character index is provided. For documents on other Chinese dialects, see FL 003 180 through FL 003 184. (VM)

ED 061 852 48 FL 003 180

Norman, Jerry L.
A Guide to the Foochow Dialect.
Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-7734
Pub Date Jun 71
Contract—OEC-0-9-097734-4516-014
Note—336p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Chinese, Consonants, Descriptive Linguistics, *Grammar, Language Styles, Morphemes, *Morphology (Languages), *Phonology, *Regional Dialects, Sentences, Syllables, Syntax, Tone Languages, Vocabulary, Vowels

Identifiers—*Foochow Dialect

This document provides a description of the Foochow dialect of Chinese. Introductory remarks concern the geographical area of the dialect and previous analysis. The phonological description includes statements on syllable structure, initial consonants, finals, tones, changed tones, combinations of initials, finals, and tones, and syllables in sequence. Material in the lexicon section is arranged to demonstrate correspondences between the Foochow dialect and the phonological system of Middle Chinese (the Qieyun language). The literary pronunciation of a morpheme precedes its colloquial counterpart. The language samples consist of sentences from colloquial materials found in a textbook. Each sentence is given first in its unchanged form and then it appears in the form it assumes after characteristic sandhi rules are applied. English translations are included. The grammatical notes that follow the texts cover pronouns, deictics, interrogatives, aspects, negatives, sentence particles, and gender markers for animals, localizers, and place words. A character index is included. For documents on other Chinese dialects, see FL 003 179 and FL 003 181 through FL 003 184. (VM)

ED 061 853 48 FL 003 181

Norman, Jerry L.
A Guide to the Chien-yang Dialect.
Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-7734
Pub Date May 71
Contract—OEC-0-9-097734-4516-014
Note—394p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Chinese, Comparative Analysis, Consonants, Contrastive Linguistics, Descriptive Linguistics, *Grammar, Morphemes, *Morphology (Languages), Mutual Intelligibility, *Phonology, *Regional Dialects, Syllables, Syntax, Tone Languages, Vowels

Identifiers—*Chien-ou Dialect, *Chien yang Dialect

This document provides a description of the Chien-yang dialect of Chinese along with a comparative description of the Chien-ou dialect and a discussion of the entire Min dialect family. The Min dialects are considered with respect to geography (including maps), internal subgrouping, numbers of speakers, and mutual intelligibility. The main part of the paper concerns the Chien-yang dialect. The phonology section includes

statements on syllable structure, initials, finals, tones, tone change, co-occurrence of initials and finals, and sandhi. In the lexicon section, the reading of close to 3000 characters is given in such a way that the phonological system of Chien-yang can be easily compared to the language of the Middle Chinese dictionary. The sample text is a story designed to capture various important particles and grammatical constructions. A phonetic transcription is provided along with an English translation. Grammatical notes follow the text. A bibliography lists materials on particular Min dialects and a character index is provided. An appendix on the Chien-ou dialect is included for comparison with the Chien-yang dialect. A section on phonology, syllabic charts, and comparative lexicon appears in the Chien-ou appendix. For documents on other Chinese dialects, see FL 003 179, FL 003 180, and FL 003 182 through FL 003 184. (VM)

ED 061 854 48 FL 003 182

Hashimoto, Mantaro J. *Norman, Jerry L.*
A Guide to the Wen-ch'ang and Ting-an Dialects.
Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-7734
Pub Date Jun 71
Contract—OEC-0-9-097734-4516-014
Note—350p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Bibliographies, *Chinese, Consonants, Descriptive Linguistics, *Grammar, Language Styles, Morphemes, *Morphology (Languages), *Phonology, *Regional Dialects, Syllables, Syntax, Tone Languages, Vocabulary, Vowels

Identifiers—*Ting an Dialect, *Wen ch ang Dialect

This document describes the Wen-ch'ang and Ting-an dialects of Chinese. Items covered in the phonological description of Wen-ch'ang include syllable structure, initials, finals, tones, tone change, and differences in the initials and finals in colloquial and literary forms. Initials, finals, and tones in the Ting-an dialect are also discussed. The morphemes of the two dialects are presented in the matrix of Ancient Chinese sound categories to allow comparison with similar items among other dialects. The tables are arranged according to rime group distinction, division distinction, and tonal distinction, in that order. Five colloquial Wen-ch'ang dialogues in phonemic notation with English translation are presented, and the grammatical notes that accompany them cover pronouns, deictics, interrogatives, aspects, negatives, sentence particles, and classifiers. These dialogues are the Wen-ch'ang equivalents of the five dialogues in Peking-Mandarin in T. Kuraishi's "A Textbook of Beginning Mandarin." A bibliography listing relevant works is included in the document and a character index is provided. For documents on other Chinese dialects, see FL 003 179 through FL 003 181, FL 003 183, and FL 003 184. (VM)

ED 061 855 48 FL 003 183

Hashimoto, Anne Yue
A Guide to the Tai-shan Dialect.
Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-7734
Pub Date Jun 71
Contract—OEC-0-9-097734-4516-014
Note—364p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Annotated Bibliographies, *Chinese, Consonants, Descriptive Linguistics, *Grammar, Language Styles, Morphemes, *Morphology (Languages), *Phonology, *Regional Dialects, Syllables, Syntax, Tone Languages, Vocabulary, Vowels

Identifiers—*Tai shan Dialect

This document provides a description of the Tai-shan dialect of Chinese. Maps illustrate the area where the dialect is spoken, and introductory remarks concern previous study of the dialect, sources of current information, and relationship to other dialects. The phonological description provides information on syllable structure, initials, finals, tones, syllables in sequence, combinations of initials, finals, and tones, tone change, and colloquial versus literary forms. In the lexicon section, morphemes are arranged in the matrix of Ancient Chinese sound categories in

order to afford easy comparison with similar items among other dialects. The tables are arranged according to rime group distinction, division distinction, and tonal distinction, in that order. A sample colloquial text is provided and the grammar notes that follow include remarks on pronouns, deictics, interrogatives, aspects, negatives, copula and locative, sentence particles, common classifiers, affixes for nouns, possessives, and modifying clauses. An annotated bibliography lists books and articles relevant to the Tai-shan dialect and a character index is provided. For documents on other Chinese dialects, see FL 003 179 through FL 003 182 and FL 003 184. (VM)

ED 061 856 48 FL 003 184

Hashimoto, Anne Yue
A Guide to the Teng-xian Dialect.
Princeton Univ., N.J. Chinese Linguistics Project.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-9-7734
Pub Date May 71
Contract—OEC-0-9-097734-4516-014
Note—362p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Bibliographies, *Chinese, Consonants, Descriptive Linguistics, *Grammar, Language Styles, Morphemes, *Morphology (Languages), *Phonology, *Regional Dialects, Syllables, Syntax, Tone Languages, Vocabulary, Vowels

Identifiers—*Teng xian dialect

This document provides a description of the Teng-xian dialect of Chinese. In the introduction, the author discusses the geographical location of the dialect and its relationship to other Chinese dialects; a map is provided. Items covered in the phonological description include syllable structure, initials, finals, tones, tone sandhi, combinations of initials, finals, and tones, morphological tone change, and colloquial versus literary forms. In the lexicon section, morphemes, words, and phrases are arranged in tables in the matrix of Ancient Chinese sound categories in order to afford easy comparison with similar items among other dialects. The tables are arranged according to rime group distinction, division distinction, and tonal distinction, in that order. Two stories collected from the informant are presented to give an example of spoken Teng-xian. The stories are recorded as they were told; they appear both in phonetic transcription and in Chinese characters. An English translation is provided. Grammatical notes following the texts cover such items as pronouns, deictics, interrogatives, definite and indefinite words, aspects, negatives, copula and locative, sentence particles, gender markers for animals, common classifiers, affixes for nouns, possessives, and modifying clauses. A bibliography listing relevant materials is included and a character index is provided. For documents on other Chinese dialects, see FL 003 179 through FL 003 183. (VM)

ED 061 857 48 FL 003 185

Wolff, John U.
Beginning Indonesian: Part One, Lessons 1-18.
Cornell Univ., Ithaca, N.Y. Southeast Asia Program.
Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No—BR-5-1286
Pub Date Feb 71
Contract—OEC-5-14-048
Note—534p.

Available from—Cornell University, Southeast Asia Program, Ithaca, N.Y., 14850 (\$8.50; Parts One and Two, \$15.00)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Comprehension, Grammar, *Indonesian, *Instructional Materials, Language Instruction, Language Patterns, Language Styles, Malay, Morphology (Languages), Pattern Drills (Language), Pronunciation Instruction, *Second Language Learning, Sentence Structure, Speech, Speech Habits, Standard Spoken Usage, Syntax, *Teaching Methods, Vocabulary Development

This volume is the first of two volumes of a basic elementary course in Indonesian (Malay). The aim of these materials is to prepare the student to communicate and read Indonesian as a native speaker does. The books are designed to be used with the help of a native-speaking informant who furnishes the model of speech for stu-

dents to imitate. The informant is to speak only Indonesian. In the ideal situation, the work of the informant is supplemented by a linguist well versed in Indonesian who can explain the grammar sections and supervise the work of the informant. Only one-quarter or less of class time should be spent with the linguist. If a linguist is not available, the students can usually find the answers to their questions by carefully reading the explanations in the book. The lessons consist of basic sentences concerning a given situation, pattern practices, free conversations, comprehension exercises, grammar points, and exercises. For Volume 2, see FL 003 186. (Author/VM)

ED 061 858 48 FL 003 186
Wolff, John U.

Beginning Indonesian: Part II, Lessons 19-30.
Cornell Univ., Ithaca, N.Y. Southeast Asia Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1286

Pub Date May 71

Contract—OEC-5-14-048

Note—556p.

Available from—Cornell University, Southeast Asia Program, Ithaca, N.Y. 14850 (\$8.50; Parts One and Two, \$15.00)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Comprehension, Grammar, *Indonesian, *Instructional Materials, Language Instruction, Language Patterns, Language Styles, Malay, Morphology (Languages), Pattern Drills (Language), Reading Instruction, *Second Language Learning, Sentence Structure, Speech, Speech Habits, Standard Spoken Usage, Syntax, *Teaching Methods, Vocabulary Development

This volume is the second of two volumes of a basic elementary course in Indonesian (Malay). The aim of the materials is to prepare the student to communicate and read in Indonesian as a native speaker does. The books are designed to be used with the help of a native-speaking informant who furnishes the model of speech for students to imitate. The informant is to speak only Indonesian. In the ideal situation, the work of the informant is supplemented by a linguist well versed in Indonesian who can explain the grammar sections and supervise the work of the informant. Only one-quarter or less of total class time should be spent with the linguist. If a linguist is not available, the students can usually find the answers to their questions by carefully reading the explanations in the book. The lessons consist of basic sentences concerning a given situation, pattern practices on the sentences, intonation exercises, free conversations, comprehension exercises, reading passages, questions and exercises on the reading, composition practice, grammar points, and exercises. For Volume 1, see FL 003 185. (Author/VM)

ED 061 859 FL 003 193

Orosz, Robert A.

A Contrastive Analysis of English and Hungarian Grammatical Structure. Final Report.
Indiana Univ., Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-E-036

Contract—OEC-0-8-080036-3692-014

Note—336p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Comparative Analysis, Contrastive Linguistics, Descriptive Linguistics, *English, Grammar, *Hungarian, *Interference (Language Learning), Morphology (Languages), Nouns, Numbers, Pronouns, Second Language Learning, Semantics, Sentence Structure, *Structural Linguistics, Syntax, Time, Transformation Generative Grammar, Verbs

This study, contrasting grammatical structures in English and Hungarian, considers those areas of grammar in the two languages which would cause the greatest interference for the native English speaker learning Hungarian. The choice of topics is based on the author's personal observation, both of English speakers learning Hungarian and of Hungarian native speakers speaking English, and on a study of grammars of various kinds. The first part considers the article in general, and, in particular, the definite, indefinite, and zero article. Part 2 considers the category of definiteness, the definite article as a marker of

definiteness, anaphoric and non-anaphoric definite personal pronouns, reflexive and demonstrative pronouns, the -ik pronouns and their English equivalents, indefinite pronouns, proper nouns, possessive constructions, and noun clauses. The third part involves morpho-syntax and considers such topics as sentence word order, interrogative and negative sentences, and phrasal verbs. Part 4 covers grammatical-semantic notions: time and tense usage, aspect, the category of number, and semantic considerations of number. References are listed. (VM)

ED 061 860 48 FL 003 218
Williamsen, Vern G.

A Pilot Program in Teaching Spanish: An Intensive Approach. Final Report.
Westminster Coll., Fulton, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8186

Pub Date Jun 68

Contract—OEC-3-7-078186-3126

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Average Students, *Educational Experiments, *Intensive Language Courses, Language Skills, Modern Languages, *Second Language Learning, Spanish, Statistical Analysis, Tables (Data), *Teaching Methods

This document describes an educational experiment designed to test the proposition that language learning can best be carried on through a program of maximum exposure in the least possible time. An experimental class of 19 average students participated in an eight-week intensive course consisting of four half-hour laboratory sessions; there were two hours of home study in the evening. The students lived in dormitories with other students following the same course. Weekends were left for recreation. Tests administered to the experimental group and a control group before and after the course provide statistics for comparison. The small number of students involved in the research is not sufficient to prove the initial proposition, but further research on the hypothesis is recommended. (VM)

ED 061 861 FL 003 225

Tong, John S.

Visual Aids and Language Learning: An Experimental Study.

Pub Date 15 Oct 71

Note—6p.; Speech presented at the Rocky Mountain Modern Language Association Meeting, Las Vegas, Nevada, October 15, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Cognitive Processes, College Students, *Educational Experiments, Instructional Aids, Language Instruction, *Modern Languages, *Second Language Learning, Teaching Methods, Translation, Visual Stimuli, *Vocabulary Development

This study explores the effect of visual stimuli on second language vocabulary development. An experiment performed at Georgetown University postulates the hypothesis that concrete target words learned through translation and visual aids should offer better learning than the same words learned through translation alone. Findings are determined through a comparison of the immediate memory span of the two randomly selected groups of students. Methods, scores, and results are discussed. Concluding remarks focus on the value of audiovisual aids in language instruction. (RL)

HE

ED 061 862 HE 002 712
Enquiry into Student Progress 1968.

Her Majesty's Stationery Office, London (England).

Pub Date 68

Note—87p.

Available from—Pendragon House, 899 Broadway Avenue, Redwood City, Calif. 94063

Document Not Available from EDRS.

Descriptors—Academic Achievement, *College Students, *Dropouts, *Higher Education, *Students, *Undergraduate Study
Identifiers—*England

This report is the result of a study made to establish the extent of success and failure in degree courses and the reasons for failure. The material is presented in a series of tables that approach the subject from the following points of view: (1) progress of undergraduate students in universities by subject group; (2) progress of undergraduate students in universities by university; (3) undergraduate students leaving without a degree by subject group of study and reason for leaving; (4) undergraduate students leaving without a degree by university; and (5) undergraduate student analysis of reasons for leaving. (HS)

ED 061 863 HE 002 714
Teaching Computing in Universities. A Report of a Joint Working Party.

Her Majesty's Stationery Office, London (England).

Pub Date 70

Note—24p.

Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 (\$0.60; Mailing charge for non-prepaid orders)

Document Not Available from EDRS.

Descriptors—Computer Oriented Programs, *Computer Science Education, *Curriculum Development, Educational Development, *Higher Education, *International Education
Identifiers—*Great Britain

Because it is vitally important to Great Britain that the most highly educated section of the population, comprising many future leaders, should be familiar with the nature and potential of computers, the committee responsible for this report was asked to review the teaching of computing generally, to assess the teaching requirement and its financial implications, and to consider what would be the most effective organizational arrangements between the University Grants Committee and the Computer Board. Some of the recommendations include: (1) computers should be generally available for both teaching and research and not be specifically designated for one or the other; (2) all undergraduates should take a required introductory computing course; (3) the teaching of computing should be done by a departmental staff; (4) data preparation should be carried out by both students and professional operators; and (5) special problems should be resolved in consultation with the Computer Board. Recommendations for the types of computers to be used are also included. (HS)

ED 061 864 HE 002 715

A Report on the Use of Costing and Other Financial Techniques in Technical Colleges by the Committee on the More Effective Use of Technical College Resources.

Department of Education and Science, London (England).

Pub Date 69

Note—185p.

Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 (\$3.45; Mailing charge for non-prepaid orders)

Document Not Available from EDRS.

Descriptors—Educational Administration, Educational Economics, *Educational Finance, *Higher Education, *International Education, *Technical Education, Technical Institutes
Identifiers—*Great Britain

This document is the third in a series of reports from the Committee on the More Effective Use of Technical College Resources. The Committee is charged with suggesting ways of making the most effective use of the anticipated or actual resources available in technical and other colleges of higher education. The sections of the report include discussions of: (1) the development of technical colleges; (2) the control of expenditures on technical college education; (3) the control of expenditures within colleges; (4) preparation and execution of the college budget; (5) manpower budgets; (6) costing within technical colleges; (7) possible developments affecting costs; (8) financial procedures; and (9) the use of punchcard equipment and computers for technical college administration. (HS)

ED 061 865 HE 002 716
Royal Commission on Medical Education 1965-68 Report.

Her Majesty's Stationery Office, London (England).

Pub Date 69

Note—404p.

Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 (\$7.00; Mailing charge for non-prepaid orders)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Educational Development, *Educational Planning, Educational Research, *Higher Education, *International Education, *Medical Education, Planning

Identifiers—*Great Britain

A committee was appointed to review undergraduate and postgraduate medical education in Great Britain, and in light of national needs and resources, including technical assistance overseas, to advise Her Majesty's Government on what principles future development (including its planning and coordination) should be based. In particular, the committee was to consider what changes may be needed in the pattern, number, nature or location of the institutions providing medical education or in its general content. This report reviews the future pattern of medical care in Britain, postgraduate medical education and training, the undergraduate medical course, student selection and preparation for the medical course, the number of medical school places required, the cost of medical education, medical education in London, the organization and administration of medical schools and teaching hospitals, and the possibilities of overseas technical assistance. (Author/HS)

ED 061 866 HE 002 759

Higher Education Report.

Her Majesty's Stationery Office, London (England).

Pub Date 68

Note—350p.

Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 (\$4.80; Mailing charge for non-prepaid orders)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Development, *Educational Planning, Educational Research, *Higher Education, *International Education, Planning

Identifiers—*Great Britain

The committee responsible for the present document was appointed to review the pattern of full-time higher education in Great Britain and in view of national needs and resources to advise Her Majesty's Government on what principles its long-term development should be based; e.g., whether there should be any changes in the developmental pattern, whether any new types of institution are desirable, and whether any modifications should be made in the present arrangements for planning and coordinating the development of the various types of institution. Information is presented concerning the growth of higher education in Great Britain, the institutions in Great Britain (with international comparisons), the future demand for higher education, university courses, teachers colleges, technical colleges, the future pattern of higher education, the financial and economic aspects of the proposals submitted, the internal government of institutions of higher education, and academic freedom and its scope. (Author/HS)

ED 061 867 HE 002 882

Planning New Structures of Post-Secondary Education. Introductory Analysis and Draft Programme of Work.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 10 Feb 70

Note—25p.; This paper has been prepared by the Secretariat and should be considered as a working and discussion document in the framework of the OECD/STP activity concerning Long-term Planning and Future Structures of Post-secondary Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Educational Planning, *Higher Education, *Planning

During the last decade there was a rapid expansion of postsecondary education in all member countries of OECD. In the present decade the growth in absolute student numbers will continue and, in many member countries, the relative rate of growth may well accelerate. In the first stage the main method used to meet quantitative problems posed by rising demand was to enlarge existing structures; in the second stage, expansion is creating important changes of kind

in the structures themselves—in the size, character and curricula of existing institutions—and by causing increased concern on the part of governments with the size, form, and cost of the postsecondary sector as a whole. This OECD program seeks to review the structural changes now taking place in postsecondary education, to examine the form and feasibility of various models that are emerging in member countries, and to assist in a more efficient exchange of national and institutional experience. It is hoped that this will lead to the preparation of a major policy report based on a comparative analysis of structural innovations and their appropriate planning mechanisms. (HS)

ED 061 868 HE 002 898
Study on Teachers. Quantitative Trends in Teaching Staff in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 71

Note—270p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*College Teachers, *Faculty, *Higher Education, *International Education, *Professors, Surveys

This document is a report of the quantitative trends in teaching staff in higher education in 21 major countries. Part 1 of the study consists of the country studies. Wherever possible teachers were divided into 3 groups according to level: (1) senior level teachers, consisting of ordinary and extraordinary professors; (2) junior level teachers, consisting of assistant lecturers, teaching assistants and auxiliaries, and other university staff of the same level; and (3) middle-level teachers or teachers that come between the 2 groups above, such as lecturers. Further distinctions were made where possible between university and nonuniversity higher education and fields of study. Student-teacher ratios are given in the country studies whenever they are significant, and each country study concludes with a short summary of the essential features relating to that country. Part 2 is a consolidated summary of Part 1, and attempts to make an international comparison to discover features common to all countries and those peculiar to some of them. (HS)

ED 061 869 HE 002 921

Counelis, James Steve

Tuition Pricing: An Instructional Factors Matrix Approach.

San Francisco Univ., Calif.

Pub Date 23 Feb 72

Note—16p.; Paper presented at CAIR Meeting, San Diego, California, Feb. 23-24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Financial Support, *Higher Education, *Tuition

Two perennial problems confront nonprofit institutions. These are the pricing of services and the measuring of service effort or service productivity in objective and qualitative terms. Colleges and universities can obviously not be exempt from these problems. In this paper, the suggestion is posed that tuition pricing must be rationalized and empiricized in the university model. Hence, the attempt is to relate the instructional service character of the university to the tuition pricing structure of the school. The inadequate fit of the business model for the university has been obvious to many commentators for a long time. But principles of efficiency and effectiveness can be developed and refined for the institutions of higher learning. It is hoped that this suggestion proves to have merit. (Author/HS)

ED 061 870 HE 002 922

Sandler, Bernice

What Constitutes Equity for Women in Higher Education?

American Association for Higher Education, Washington, D.C.

Pub Date 7 Mar 72

Note—10p.; Address presented at Concurrent General Session I of the 27th National Conference on Higher Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Educational Opportunities, Equal Opportunities (Jobs), *Feminism, *Higher Education, Women Professors, *Womens Education, Working Women

Women and men too are becoming increasingly concerned about and aware of sex discrimination

in higher education. In the past 2 years, formal charges of sex discrimination have been filed against 360 colleges and universities, none of which have been refuted by the Department of Health, Education and Welfare. Discrimination exists in all facets of higher education. Women are not hired as professors because of the fear that they will get married, bear children, or not truly be committed to their profession. Women students are not admitted to colleges and universities because it is felt that education is wasted on women or that women do not belong in the professions. Women are even discriminated against in the textbooks where only men are portrayed as having had a hand in changing the course of history and civilizing the world. It is time for all of this to change, and it is time for men and women to work together to solve the problems that arise as women's traditional roles shift toward greater equality of opportunity. (HS)

ED 061 871 HE 002 924

Cheek, King V.

The Philosophical Justifications for Black Colleges in a Multiracial Society.

American Association for Higher Education, Washington, D.C.

Pub Date 6 Mar 72

Note—9p.; Address presented at Concurrent General Session I at the 27th National Conference on Higher Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, *Civil Rights, *Equal Education, *Higher Education, *Negro Colleges, Negro Culture, *Negro Education

The author of this paper argues that historically and traditionally black colleges must not be subjected to integration and mergers with white institutions because they would then be in danger of losing their black identity. There are 3 interrelated premises that support this point of view. (1) The black college by appropriately interpreting the black experience and by revealing and analyzing the impact of racism, can free both black and white America from the bondage of psychological taboos and misconceptions. (2) The black college's mission is to guarantee that equality of opportunity for all Americans becomes a reality. (3) The black college as a power base can provide the force, the vision, and the resources to promote needed change and to lift the quality of life within the black community. The author concludes that there is a clear need for both blacks and whites to see distinguished black achievements and to see black professionals in command of a major societal power base. The mere presence of these colleges is bound to affect society's values. (Author/HS)

ED 061 872 HE 002 925

Gould, Samuel B.

Less Talk, More Action: The Dangers and Possibilities of the External Degree.

American Association for Higher Education, Washington, D.C.

Pub Date 6 Mar 72

Note—9p.; Address presented at Concurrent Session II of the 27th National Conference on Higher Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *College Programs, Credentials, *Degree Requirements, *Degrees (Titles), *Higher Education, *Special Degree Programs

This paper, as the title suggests, presents a discussion of the dangers and possibilities of the external degree. There are 8 major dangers that widespread offering of external degrees might precipitate: (1) the deterioration of standards rather than quality education; (2) a proliferation of degrees that might debase the degree; (3) the use of the external degree as a political instrument by legislative committees; (4) the expectations that are being raised in many quarters concerning the degree without solidly developed program plans to support them; (5) the possibility of academic isolation of the student because of the reliance on television, cassettes, and correspondence courses; (6) the grave possibility of lack of relevance in external degree programs; (7) the threat to the future of private colleges; and (8) external degree programs cause debate over what constitutes an educated person, a consequence that may well turn out to be a helpful development. On the other hand, external degree programs: (1) offer a measure of flexibility and diversification; (2) offer the opportunity for in-

dividualized learning; (3) perpetuate the philosophy of lifetime learning; (4) increase the possibility of more community involvement; and (5) offer the opportunity of joining academic institutions with alternative systems of learning. (HS)

ED 061 873

HE 002 926

Venables, Peter

Non-Traditional Studies: What Can America Learn from Great Britain?

American Association for Higher Education, Washington, D.C.

Pub Date 6 Mar 72

Note—19p.; Address presented at Concurrent General Session II of the 27th National Conference on Higher Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Development, *Experimental Colleges, *Higher Education, *Open Education, *Open Enrollment, *Universal Education

Identifiers—*Great Britain

This paper presents an outline of Great Britain's Open University from its ideological inception through its ultimate development and present functioning. The objectives of the University appear in the charter as follows: "The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research by a diversity of means, such as broadcasting and technological devices appropriate to higher education, by correspondence tuition, residential courses and seminars, and in other relevant ways, and shall be to provide education of university and professional standards for its students and to promote the educational well-being of the community generally." Thus, a multimedia approach to learning has been instituted at the University. A summary of the structure of courses, the means of assessing students' work, and the procedures for admitting students to the university are included in the report. (Author/HS)

ED 061 874

HE 002 929

The Possible Dream: Meeting Student Financial Needs.

College Entrance Examination Board, New York, N.Y.

Pub Date 71

Note—34p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Finance, *Financial Support, *Higher Education, *Student Loan Programs, *Tuition

In spring 1968 the College Scholarship Service of the College Entrance Examination Board decided the time had come for a thorough review of its system of analyzing the financial needs of applicants for admission to universities and colleges, particularly at the undergraduate level. Accordingly, the Panel on Student Financial Need Analysis was established and directed to: (1) review and evaluate the system, and (2) recommend changes that might make it more definitive and comprehensive. This document presents an abridged version of the original, rather lengthy report, New Approaches to Student Financial Aid. It is felt that the present report will be of interest and value to a broader audience than the original, because it sets aside many of the formulas and statistics and presents an examination of student financial aid in a societal framework and aims its recommendations at increasing the nation's thrust toward providing equal access to higher education for all who can benefit from it. (HS)

ED 061 875

HE 002 930

Beeler, Kent O.

Characteristics of Selected Two-Year Institutions Undergoing Academic Extension: 1958-59 Through 1967-68.

Eastern Michigan Univ., Ypsilanti.

Pub Date [68]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Planning, *Colleges, *Educational Change, *Higher Education, *Institutional Research, *Junior Colleges, *Transitional Schools, *Undergraduate Study

It has been alleged that 2-year colleges often seek transformation to a 4-year status. This survey reports on an analysis of institutional changes that have occurred in 72 junior colleges from 1958-59 through 1967-68. Institutional information is profiled on the basis of the following factors: (1) year of academic extension and location by state; (2) institutional control; (3) type of student body; (4) enrollment size; (5) academic calendar system; (6) presence or absence of regional accreditation; (7) year when the regionally accredited institutions first offered junior college work; (8) type of curricula represented on the 2-year campuses prior to academic extension; and (9) type of curricular adaptations accompanying changes to 4-year institutional status. A detailed discussion of these factors as related to the overall spectrum is presented as well as the actual statistical data. (Author/HS)

ED 061 876

HE 002 931

Report of the Special Committee for Development of Communication with Negro Colleges and Universities.

California Univ., Berkeley.

Pub Date 71

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exchange Programs, *Faculty, *Higher Education, *Interinstitutional Cooperation, *Lecture, Professors, Speeches

This document comprises 7 papers that are annual reports from the Special Committee for Development of Communication with Negro Colleges and Universities. The Committee, founded in 1963 as the Special Committee on Visiting Lecturers to Negro Colleges and Universities, has as its primary goal the creation of sensitive, ongoing relationships between the faculties and staffs of Negro schools and corresponding persons in the flourishing educational institutions in the country. The purpose is accomplished by bringing people together through productive and meaningful visits back and forth. While the seat of the program is at the University of California at Berkeley, the aim is toward universal participation. The Committee's activities are reported for the academic years 1964-65 through 1970-71. (HS)

ED 061 877

HE 002 934

Davis, James A.

Career Preferences of Graduate Students.

National Opinion Research Center, Chicago, Ill.

Pub Date Apr 64

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Projections, *Employment Trends, *Graduate Students, *Higher Education, Jobs, *Professors, *Student Attitudes

This paper presents a discussion and data concerning the career preferences of 2,842 graduate students enrolled in the arts and sciences in 1958. It was found that 38% of the students surveyed preferred research activities in their fields and 39% preferred to teach on an undergraduate or graduate level. Concerning the type of employer the students preferred, 60% indicated liberal arts colleges or large universities, 17% indicated business and industry, and less than 10% were oriented toward government, nonprofit agencies, solo practice, or public school systems. A review of the various academic and personal background characteristics of the graduate students revealed only 2 items associated with preference for academic jobs: those students in higher prestige graduate schools and those who were religious apostates were more likely to prefer academic positions. Data are also included concerning student attitudes and values. (HS)

ED 061 878

HE 002 935

Platt, Larry A. Branch, Roger G.

Innovation and the Professionalization Process: An Analysis of Dental Education.

Georgia Medical Coll., Augusta. School of Dentistry.

Pub Date Apr 72

Note—19p.; Paper presented at the Annual Meeting of the Southern Sociological Society, New Orleans, Louisiana, April 5-8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dentistry, Dentists, *Higher Education, *Medical Education, Medical Studies, *Professional Education, *Student Attitudes

One of the results of almost 2 decades of research and theoretical development in the area of professional socialization has been the focusing of interest on the evaluation of interpersonal influences upon students in professional schools. Based on data from the first 2 years of a 6-year longitudinal study of students at a new dental school, this paper deals with relationships between students and other significant persons in the educational environment, especially the faculty. Particular emphasis is placed on a comparison of students' initial professional attitudes with those of the faculty and the modification or reinforcement of students' views over time. Also examined are the relationships between students' professional orientation and (1) self-conceptualizations and (2) levels of academic performance. (Author/HS)

ED 061 879

HE 002 937

DeWitt, Laurence B. Tussing, A. Dale

The Supply and Demand for Graduates of Higher Education: 1970 to 1980.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—EPRC-RR-8

Bureau No.—BR-7-1021

Pub Date Dec 71

Contract—OEC-1-7-071021-4429

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Graduates, Degrees (Titles), *Higher Education, *Job Market, Labor Force, Labor Market, *Manpower Needs, *Unemployment

This study was conducted to ascertain the validity of persistent and widespread reports of a surplus of highly educated manpower. The results of the study are both optimistic and pessimistic. There seems to be no particular danger of a fundamental surplus in the output of B.A.'s in the 1970's, but we are entering a period of surplus of elementary and secondary school teachers. A definite surplus of master's degrees and Ph. D.'s is also evident, and persons obtaining doctoral degrees with the intention of becoming college professors are in for a rude awakening upon graduation. This surplus, however, is not projected to cause a massive state of unemployment. Rather, underemployment is a much more qualified term for what is predicted. Persons holding higher education degrees will be able to find jobs, but their qualifications may far exceed the skills demanded by the labor market. (HS)

ED 061 880

HE 002 940

Eriksen, Aase

Scattered Schools.

Pennsylvania Univ., Philadelphia.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [71]

Grant—OEG-71-7063071

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Services, Disadvantaged Youth, *Educational Facilities, *Experimental Colleges, *Higher Education, Social Responsibility, *Urban Education, Urban Schools

This document describes a model (the PASS Model) that allows for universities to develop programs and facilities that are of mutual benefit to the university and to the community of which it is a part. The University of Pennsylvania has developed this particular model, and it is implemented in the form of the West Philadelphia Free School. The Community Enrichment Program of the PASS Model is designed to acclimate students to the unfamiliar world of business, industry, and the arts. Students work and study in offices and hospitals, learn to run computers, handling business transactions, and develop interests and talents in the arts and academic disciplines. The aim of the program is to increase the students' areas of experience and competence, to encourage him to make choices and take risks further afield, and to give him real reasons for mastering the basic skills. An indepth description of the renovated houses used as classrooms is included in the document, as well as accounts of the various obstacles confronted and how they are being coped with. It is hoped that this model will be of help to other urban and metropolitan universities in implementing similar programs. (Author/HS)

ED 061 881

HE 002 941

(The Tenure Plan at Webster College).
Webster Coll., St. Louis, Mo.

Pub Date 1 May 70

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Faculty, *Higher Education,
*Professors, *Sabbatical Leaves, Teacher Improvement,
*Teaching Benefits, *Tenure

This paper presents an alternative plan to the system of academic tenure instituted at Webster College in Missouri. The alternative plan allows several options to faculty members: (1) with the 3rd-year contract, a faculty person may negotiate for a 1-semester sabbatical at half-salary or a summer sabbatical with negotiable salary; (2) with the 4th-year contract a faculty person may negotiate for a 2-semester sabbatical with half salary of a 1-semester sabbatical at full salary; or (3) with the 5th-year contract, a faculty member may negotiate for a 1-semester sabbatical at full salary. Given these options, the faculty of the college are subject to certain demands: a year's service commitment to the college following the sabbatical; a review of the sabbatical plan by an Ad Hoc Committee; and a possible waiver of tenure. The Sabbatical Plan should add much to the academic stature of the college; and the college, it is felt, will profit considerably from faculty experience gained through sabbaticals. (HS)

ED 061 882

HE 002 942

DuVall, Charles R. And Others

Follow-Up Study of 1967-1971 Graduates of Indiana University at South Bend.

Indiana Univ., South Bend. School of Education.

Pub Date Mar 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Graduates, *Curriculum Evaluation, *Evaluation Methods, Graduates,
*Graduate Surveys, *Higher Education

The adequacy and effectiveness of an institution of higher education depends on a complex of factors, such as physical facilities, teaching faculty, offered curricula, nature of the student population, and the nature of the community. One often overlooked source of opinion are the graduates themselves, that is perhaps one of the most significant determinants of the adequacy of programs and measures of effectiveness. This study was initiated to determine general background information about all graduates from Indiana University at South Bend who graduated from 1967 through 1971. Information concerning the graduates' present geographic location, occupation, and general comments and suggestions about the university were sought. Only 44.3% return was realized; therefore, only tenuous generalizations to the population as a whole or no generalizations at all should be made. (Author/HS)

ED 061 883

HE 002 943

Phase II Institutional Planning: Role and Scope Study of Public Higher Education in Kentucky.
Kentucky Council on Public Higher Education,
Frankfort.

Pub Date Jan 72

Note—431p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Educational Development, *Educational Planning, *Higher Education, *Institutional Administration, *Institutional Research,
Planning

Public higher education in Kentucky has expanded in the last decade from 1 doctoral level university and 5 colleges serving 28,224 students into a system of 2 doctoral level universities, 4 regional universities, 2 4-year colleges and 14 community college campuses serving 80,000 students. This document provides data related to institutional growth and development expectations through 1976. The purpose of the report is to reflect program priorities as established by the individual institutions to meet the changing higher education needs in Kentucky. Six questions were submitted to the colleges and universities in the state system to form a basis for reporting institutional plans for the 4-year period 1972-76 regarding: (1) projected enrollment figures; (2) changes in educational program structure; (3) program evaluation criteria; (4) program development priorities with proposed timetables for implementation; (5) projected needed educational resources; and (6) plans and procedures for program development. (HS)

ED 061 884

HE 002 946

Tentative Recommendations Concerning A University Senate and the Council of Deans.

Harvard Univ., Cambridge, Mass. Univ. Committee on Governance.

Pub Date Feb 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration,
*Governance, *Governing Boards, *Higher Education, *Institutional Administration

This document comprises recommendations concerning a University Senate and the Council of Deans at Harvard University. The recommendations for the Senate are: (1) a University-wide Senate should be established as a deliberative and advisory forum; (2) the Senate would be composed of faculty and students elected from the various schools; (3) nothing should preclude either the faculty or student members from meeting separately; (4) the President of the University or his designee would be the presiding officer; (5) the Senate would have a steering committee consisting of 8 faculty and 4 students; (6) the Senate would function through committees established by the Senate, appointed by the President, and selected from the University community; and (7) the structure and activities of the Senate should be examined 4 years after it is established. Recommendations for the Council of Deans are: (1) the Council should be maintained as an advisory body to the President and Governing Boards; (2) attendance at meetings of the Council beyond those of decanal rank should be determined by the President; (3) the Council should be provided with an adequate staff; (4) the President should consult the Council before dealing with matters of considerable significance; (5) the Council should be consulted by the Governing Boards in matters which concern them; and (6) close contact should be established between the Council and the University Senate. (HS)

ED 061 885

HE 002 947

Employee Characteristics and Salary Statistics.
Fall 1970.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No.—OIR-23

Pub Date Jan 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Faculty, *Higher Education, Professors, *Salaries, *Teacher Characteristics, *Teacher Salaries

This document presents data concerning employee characteristics and salary statistics for the faculty at the various campuses of the State University of New York in Fall 1970. The data are presented in tables by campus, full- and part-time status, and by rank of the instructional staff. The subject field and earned degrees of the faculty are included as well as the salary data for the full-time instructional staff and the tenure data for the state-operated institutions. (HS)

ED 061 886

HE 002 949

Patterson, Robert A.

An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Faculty and Their Attitudes Toward Educational Issues.

American Educational Research Association,
Washington, D.C.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, College Faculty, *Community Colleges, Educational Attitudes, Educational Philosophy, *Faculty, *Higher Education, Professors, *Teacher Attitudes

Organizational behavior is a function of interactions among at least 3 sets of variables: (a) social, institutional, and individual values; (b) institutional goals and role expectations; and (c) individual needs and perceptions of the work environment. One problem confronting the administrator in institutions of higher education is that of understanding the perceptual base upon which institutional members act as they carry out their various tasks and role assignments. This problem is especially critical in newly emerging institutions that are composed of faculty from a variety of occupational backgrounds. The purpose of the present study is to examine a part of this larger

problem by identifying the preorganizational career patterns of community college faculty in Pennsylvania and investigating the relationship between identified career patterns and faculty attitudes toward progressive and traditional educational issues. It was found that academic field, age, degree, teaching curriculum, political persuasion, father's education, professional membership, religious persuasion, sex, and number of children have a great influence on faculty views toward educational issues, in addition to the preorganizational career patterns. (Author/HS)

ED 061 887

HE 002 950

Moore, Jean E. And Others

New Career Ladders in Social Welfare. Report of Annual Evaluation Workshop Conference (2nd, June 9-11, 1971).

Temple Univ., Philadelphia, Pa. School of Social Administration.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Pennsylvania State Dept. of Public Welfare, Harrisburg.

Pub Date Jun 71

Grant—OEG-20-P-15005-3

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Bachelors Degrees, Community Services, *Higher Education, *Social Services, *Special Degree Programs, Welfare Services

New Career Ladders in Social Welfare is a program within the School of Social Administration at Temple University, it enables persons with academic deficiencies, economic or other disadvantages to enter the Undergraduate Social Welfare Department. The program leads to the Bachelor of Social Welfare degree and is open to those who demonstrate an interest in Social Welfare through either voluntary or paid experiences in the field of human services. The present document is a report on the Second Annual Evaluation Conference of the program. The report is based on 2 sources: (1) there is data available in tape recordings of all the session of the 3-day conference, augmented by statements prepared by recorders in attendance at the various sessions; and (2) there is data available from responses to semantic-differential questionnaires that were completed by the students who participated in the conference. Major areas of conference concern include agency-school relationships and job possibilities, problems of credit for work and life experiences, problems of academic deficiencies, and support services and financial aid. (Author/HS)

ED 061 888

HE 002 955

Stier, William F., Jr.

Utilization of the PPBS Concept in the Development of a Departmental Budget for a Liberal Arts College.

Briar Cliff Coll., Sioux City, Iowa.

Pub Date Apr 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletic Programs, *Educational Development, *Health Education, Health Programs, *Higher Education, *Physical Education, *Recreational Programs

Identifiers—*Planning Programming Budgeting Systems

The report presented herein provides a comprehensive summary of the philosophical and educational structure of H.P.E.R. (Health Science, Physical Education and Recreation) and its relationship to general education at Briar Cliff College. The unique structure of H.P.E.R. is presented as well as its rationale and a conceptual view of its inner components. Within the limits of the broad framework of H.P.E.R., general aims and specific objectives are presented, the satisfaction and realization of which the department deems necessary if the identity of H.P.E.R. is not to become distorted. Coupled with the aims and objectives of H.P.E.R., the supporting rationale is presented regarding 2 specific programs that could be offered. Both proposals necessarily commit the institution to a specific type of program. It is up to the institution to weigh the merits of each proposal both in respect to cost and in regard to achievement in light of the institution's aims and objectives. The proposal accepted will guide the pattern of growth and development not only for the near future, but will commit the college to a par-

ticular course for some time to come.
(Author/HS)

ED 061 889 HE 002 956

Gunne, Manuel G. Leslie, Larry L.
Exceptional Graduate Admissions at the Pennsylvania State University.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Mar 72

Note—47p.

Available from—Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Admission Criteria, *Disadvantaged Youth, Educationally Disadvantaged, Educational Opportunities, *Graduate Study, *Higher Education, *Open Enrollment

This document analyzes and evaluates the exceptional graduate admissions program at Pennsylvania State University as instituted in 1970. Under this program, traditional admissions criteria are dropped to enable disadvantaged students to attend graduate school. (A previous survey of the Council of Graduate Schools showed that 59% of the member graduate schools have adopted similar programs.) On the basis of this study, the changes in graduate admissions policies at Penn State do not appear to adversely affect the quality of graduate programs. It further appears that the individual departments are capable of selecting students who fail to meet certain departmental standards, but nonetheless perform acceptably in the programs. Traditional graduate admissions policies do not appear to serve their ostensible purpose. They do not seem to afford substantial efficiencies to society by restricting graduate education to those most likely to benefit; rather, they have historically restricted persons from certain social, racial, or economic backgrounds. It would appear that institutions of higher education are coming to that conclusion. In the absence of some otherwise compelling evidence, equal consideration of all applicants would seem to be a wise policy. (HS)

ED 061 890 HE 002 957

Chase, Clinton J.
Academic Talent and Grade Achievement of Graduates.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date 72

Note—18p.; Indiana Studies in Prediction No. 17

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *College Students, *Departments, *Grade Point Average, Grade Prediction, *Higher Education

Among students and faculty as well, there are widespread beliefs that some departmental programs impose stringent demands on students while others are relatively undemanding. A second notion is that students with a given level of academic talent gravitate to departments whose demands correspond with the student's talent. It was therefore the purpose of this study: (1) to look at the typical levels of academic talent of persons who succeed in various departments; (2) to observe variations in talent within programs and see to what extent overlap in talent exists among departments; and (3) to see to what extent talent corresponds with mean grade point averages across programs. The Scholastic Aptitude Test (SAT-M and SAT-V) and the student's high school rank (HSR) were used as predictors of academic talent. The results of the study clearly indicate that some departments attract students with more talent than do others. However, it is also indicated that the range of talent among students within a given department is also conspicuous. (Author/HS)

ED 061 891 HE 002 958

Austin, Michael J., Ed. And Others
Continuing Education in Social Welfare: School Social Work and the Effective Use of Manpower.

Florida State Univ., Tallahassee; State Univ. System of Florida, Tallahassee.

Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Feb 72

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Continuous Learning, *Higher Education, *Professional Education, *School Social Workers, *Social Workers, Student Personnel Workers

This document comprises papers presented at a workshop designed to disseminate information concerning the developmental trends in the field of social work to the 450 persons titled Visiting Teacher/School Social Worker (VT/SSW) in Florida. The content of the workshop was developed with a continuing education focus with presentations and discussions of the following: (1) implications of differential manpower utilization for the VT/SSW program; (2) developing new service delivery models; (3) implications for curricular changes in graduate and undergraduate education; and (4) the importance of program accountability. In addition to these themes, recurring program and practice problems were discussed: (1) administrative problems and program operation; (2) certification issues; (3) public/community relations issues; (4) problems of client accountability; and (5) community social problems and their effect on programming. (HS)

ED 061 892 HE 002 960

Berlin, David M. And Others
Utilization of Instructional Space.

Virginia State Council of Higher Education, Richmond.

Pub Date 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classrooms, *Educational Facilities, *Facility Inventory, *Facility Utilization Research, *Higher Education

This report presents summary analyses based on data obtained in a study of the physical facilities inventory and the regularly scheduled resident classes taught at the state-controlled colleges and universities in Virginia. The data reflect the actual utilization of instructional classrooms and teaching laboratories for Fall 1970, and are presented for both the resident day classes and the resident evening classes taught Monday through Saturday. The report is divided into 3 sections. The first section presents data relating to the utilization of instructional space by resident day classes only. The second section presents data relating to the utilization of space by resident evening classes only. The final section compares figures on resident day classes for Fall 1968 and Fall 1970. (HS)

ED 061 893 HE 002 966

Brooks, Glenwood C. Sedlacek, William E.
Black Student Enrollment at the University of Maryland, College Park. 1968-1971.

Maryland Univ., College Park. Cultural Study Center.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Enrollment, *Higher Education, *Negro Education, *Negro Students

This document reports the fall 1971 racial census at the University of Maryland. The results of the census indicate that: (1) black students comprised 4% of the fall 1971 total student body enrollment; (2) black undergraduate students comprised 4% of the total undergraduate student body; (3) black graduate students comprised 5% of the total graduate student body; (4) black freshmen comprised 9% of the total new freshmen class; (5) most of the black undergraduate students are enrolled in the College of Arts and Sciences and carry a general major; (6) the majority of black undergraduates are from Baltimore City and most of the black graduate students are from Washington, D.C.; (7) more black graduate students are married and carry part-time course loads than black undergraduate students; and (8) black females and males are distributed about evenly between undergraduate and graduate students. Data on other minority groups are also reported. (Author/HS)

ED 061 894 HE 002 967

Astin, Alexander W. And Others.
Freshman Class Vacancies in Fall 1971 and Recent Trends in Enrollments of Minority Freshmen. Report of Higher Education Panel Survey # 3.

National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date [72]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), College Choice, *College Freshmen, Enrollment Rate, *Enrollment Trends, *Higher Education, Minority Groups, *Negro Students

The survey summarized in this report dealt primarily with 2 questions about the fall 1971 entering freshman classes at colleges and universities in the U.S.: (1) How many additional freshmen could institutions have accommodated in the fall of 1971? and (2) How many black and other minority freshmen enrolled in the fall of 1971, and how do these enrollments compare with those of the previous year? The survey produced the following major findings: (1) Entering freshman classes at private colleges and universities reached only about 82% capacity in the fall of 1971; (2) although first-time, full-time freshmen enrollments increased by an estimated 12% between 1970 and 1971, nearly 85% of this total increase was accounted for by public 2-year colleges; and (3) although the absolute number of black and other minority freshmen grew between 1970 and 1971, the proportions of blacks and other minorities among all first-time freshmen declined slightly during that interval. The implications of these findings are discussed in the report. (Author/HS)

ED 061 895 HE 002 969

Interdisciplinarity: Problems of Teaching and Research in Universities.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 72

Note—307p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$7.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum Development, *Educational Development, Educational Innovation, *Higher Education, Instructional Innovation, *Interdisciplinary Approach, *Relevance (Education)

"Interdisciplinarity," the integration of concepts and methods between disciplines in teaching and research, may provide an important key to the innovations required in universities to meet the intellectual and social demands of the present time. This report is based on a seminar held in September 1970 and reports the subsequent reflections of a group of distinguished authors. A careful analysis of interdisciplinarity is presented and its impact on teaching and research as adapted to changes in both knowledge and society is examined. It is concluded there is real need not so much to eliminate any of the disciplines but to teach them in the context of their dynamic relationship with other disciplines and in terms of societal problems. The report is in 3 parts. The first, "Opinions and Facts," presents information collected during an extensive survey of universities on interdisciplinary activities in teaching and research. The second part, "Technology and Concepts," considers the subject within the framework of developing scientific knowledge and the requirements of a rapidly changing industrial society. The final part, "Problems and Solutions," studies institutional structures, curricula, teaching methods and teacher training programs, all of which are issues basic to any reorganization of universities. (HS)

ED 061 896 HE 002 970

Byrnes, James C. Tussing, A. Dale
The Financial Crisis in Higher Education: Past, Present, and Future.

Syracuse Univ. Research Corp., N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—EPRC-RR-6

Bureau No.—BR-7-1021

Pub Date Dec 71

Contract—OEC-1-7-071021-4429

Note—47p.; Revised December, 1971

Available from—EPRC Publications, 1206 Harrison Street, Syracuse, New York 13210 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Federal Aid, *Financial Needs, Financial Support, *Government Role, *Higher Education, Student Loan Programs

American higher education, according to the authors, is facing a financial crisis that can be alleviated only by drastic, increased federal support to the educational system. Presented in this document is a review of the financial history of American colleges and universities, a look at the present situation, and a preview of the future picture of higher education. Following the past, present, and future review is a discussion of whether a federal role in financing is implied, how much aid should be appropriated, and what form this aid should take. It is suggested that the federal government adopt a financial aid program that would combine institutional and student aid. An institutional grant and student loan program is offered as one major alternative. (HS)

ED 061 897 HE 002 971
Altman, Robert A., Ed. And Others
Credit By Examination. Proceedings from Workshops in the West 1971.

College Entrance Examination Board, Denver, Colo.; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Jun 71

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Equivalency Tests, Evaluation Techniques, Grade Equivalent Scales, *Higher Education, *Special Degree Programs, *Student Certification, Student Evaluation

Credit by examination is essentially the awarding of credit for theoretical knowledge gained outside traditional classroom situations. The examination provides the basis for the kinds and numbers of credits awarded. Programs in credit by examination are innovative because they recognize that people do indeed learn, either purposefully or incidentally, through their life experiences and, in doing so, should be afforded the alternative of receiving formal credit and, in some cases, credentials for that learning. This document comprises a series of papers that were presented at 3 workshops held on the subject of credit by examination in Salt Lake City, Seattle, and Los Angeles during 1971. The papers demonstrate applications of credit by examination to several areas of continuing and higher education. In demonstrating these applications, the papers bring together viewpoints of persons who are engaged in meeting the needs of different segments of society. (Author/HS)

ED 061 898 HE 002 972
Hooper, Mary Evans
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1969-70.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-72-48

Pub Date 71

Note—211p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (HE 5.254:54045-70; \$1.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Associate Degrees, *Community Colleges, *Degrees (Titles), *Higher Education, *Junior Colleges, Undergraduate Study

This publication reports the results of the annual survey conducted by the U.S. Office of Education on the status of programs that lead to associate degrees, diplomas, and other awards below the baccalaureate. Data for the report were obtained from the questionnaire on Degrees and Other Formal Awards conferred between July 1, 1969 and June 30, 1970. Highlights of the findings are: (1) 206,753 associate degrees were awarded in 1969-70, a 12.3% increase over 1968-69; (2) public 2-year institutions conferred 76% of the associate degrees awarded in 1969-70 as compared to 73% in 1968-69; (3) a total of 134,913 awards were made in the organized occupational curriculums—124,327 at the technical or semiprofessional level and 10,856 below that level; (4) 46,431 awards were in business- and commerce-related fields, 28,959 in engineering-related fields, and 26,778 in health service fields; and (5) women received 43.1% of all associate degrees, 47.1% of all awards based on organized occupational curriculums at the technical or semiprofessional level, and 38.6% of all awards based on organized occupational curriculums below the technical or semiprofessional level. (HS)

ED 061 899 HE 002 973

Post-Secondary Educational Opportunity: A Federal-State-Institutional Partnership.

Education Commission of the States, Denver, Colo.

Pub Date Feb 71

Note—123p.; Report 20, Report of the Task Force on Student Assistance

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Finance, Educational Opportunities, *Federal Aid, *Financial Support, *Government Role, *Higher Education, *State Aid, Universal Education

A major responsibility of government, whether state, local or federal, is to provide educational opportunity for its citizens in accord with their abilities, motivations, and the needs of society. To achieve this goal in postsecondary education, a diversity of institutions for students to attend and the elimination of barriers to these institutions is required. From the standpoint of public policy, the prime need is for a real federal-state-institutional partnership in making equality opportunity more of a reality in this country. Such a partnership alone can assure substantial progress in meeting the needs of students, combined with reasonable, efficient, and effective allocation of existing and future aid resources. In the operation of this partnership a comprehensive program of student assistance, including opportunity grants, work-study loans, and self-help from students, is essential. This document presents a viable plan for such a program. (Author/HS)

ED 061 900 HE 002 986

Annual Conference on Higher Education General Information Survey (HEGIS) (7th, Washington, D.C., June 21-25, 1971). Final Report.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Jun 71

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, *Educational Research, *Higher Education, *Research, *School Surveys

The specific objectives of the HEGIS conference reported in this document were: (1) to develop and publish a set of recommendations for the future content and conduct of the HEGIS program; (2) to develop and publish a set of recommendations for the survey instruments to be used in HEGIS VII for the years 1972-73; (3) to develop and publish guidelines and both long- and short-range plans for the further development of cooperation, coordination and cost-sharing between the states and the federal government for the purposes of data acquisition, processing, and dissemination; (4) to obtain consensus among the conferees on the priorities assigned to the recommendations; and (5) to develop recommendations for specific mechanisms for implementing conference recommendations. Such recommendations, plans, and guidelines are presented in the present report. (HS)

ED 061 901 HE 002 989

Adell, B. L. Carter, D. D.

Collective Bargaining for University Faculty in Canada.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 72

Note—99p.

Available from—The Industrial Relations Centre, Queen's University, Kingston, Ontario

Document Not Available from EDRS.

Descriptors—*Collective Bargaining, Employer Employee Relationship, *Employment Problems, *Higher Education, *International Education, Teacher Alienation, *Teacher Militancy, Teacher Welfare

In the past, collective bargaining by faculty has been primarily concerned with professional questions and academic standards rather than economic problems. It was considered unprofessional for faculty to be concerned with their economic status; however, recently the scene has changed considerably and on campuses everywhere faculty are becoming unionized to bargain for economic as well as professional and academic standards. The present document is a review of the issues surrounding collective bargaining in Canada in order to provide a basis for the subsequent, more intensive study of these issues. Part 1 of the document deals with the

causal factors related to collective bargaining, including the market factors, university-government and university-society relations, relationships within the university, the growth of collective bargaining elsewhere, and the absence of legal obstacles to collective bargaining. Part 2 is concerned with the effect factors, including the scope of bargaining, the conflict of roles and abuse of power, the exclusivity of bargaining rights and its effects on the exercise of power within the university, the effects of collective bargaining on standards of performance, and methods of resolving bargaining impasses. (HS)

ED 061 902 HE 002 993

Nicholson, Everard

An Estimated Income Scale.

Brown Univ., Providence, R.I.

Pub Date Jun 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Administration, *Educational Development, *Educational Planning, *Family Income, *Higher Education, Income, *Socioeconomic Status

The decision to develop an estimated income scale arose from a wish to prove or disprove the statement that colleges like Brown University may be headed toward a situation where the student body will consist of the rich and the poor, the traditional group of middle class having been eliminated. As the research proceeded, it became evident that an instrument could be created with potential far beyond the original intention, providing a valuable dimension for a planning office making projections of future needs and the resources to meet those needs. Further, such a scale would have immediate value for officials concerned with admission, financial aid, fund raising and alumni relations. This document presents a model of the scale described above and discusses in detail the possible uses of such a scale. (Author/HS)

ED 061 903 HE 002 995

Sandow, Stuart A.

Career Obsolescence and Social Security: Emerging Education Policy Issues in Law.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Pub Date Apr 71

Note—56p.; number two of a series

Available from—Educational Policy Research Center, Syracuse University Research Corp., 1206 Harrison Street, Syracuse, N.Y. 13210 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, Court Litigation, Educational Finance, Federal Government, *Financial Support, *Higher Education, Lawyers, *Legal Problems, *Legal Responsibility, *Professional Continuing Education

This document is the second in a series of studies designed to examine the legal aspects of various potential educational problems in our society. This particular study deals with the case of a highly trained aerospace technician who sues the social security trust for loan benefits, arguing that he is economically disabled and has been retired by society. All the plaintiff wants is an opportunity to retrain himself through education with funds that he believes rightfully belongs to him. Seventy percent of the attorneys surveyed are of the opinion that the case will come to court and succeed within 3 years; 70% see the emergence of the concept of life-long education as a right as the primary implication for the future; 80% estimate between 1 and 5 million people would need similar service by 1980; 75% estimate the cost of such a service to be in excess of \$150 million a year; and 85% see the effects of this case, if successful, as beneficial to society. (HS)

ED 061 904 HE 002 996

Sandow, Stuart A.

Unequal Student Aid: Emerging Education Policy Issues in Law.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Pub Date Jun 71

Note—61p.; number three in a series

Available from—Educational Policy Research Center, Syracuse University Research Corp., 1206 Harrison Street, Syracuse, N.Y. 13210 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Educational Finance, *Financial Support, *Higher Education, Lawyers, *Legal Problems, Legal Responsibility, *Private Colleges, *State Aid

This document is the third in a series of studies designed to examine the legal aspects of various potential educational problems in our society. This particular study deals with the case of a young man who, when denied admission to the only institution in the State University of New York that offered his chosen field of study, was forced to obtain admission to a private college in the State. The young man argued that since he was not rejected by the SUNY institution because of lack of qualifications but only lack of space, the State should offer financial aid sufficient to cover the added costs of the private institution. Eighty percent of the attorneys surveyed were of the opinion that the case would come to court within 5 years; 60% saw other public institutions such as hospitals coming under attack; 75% felt that student action for equal protection is invalid; and 60% saw the event as beneficial to society. The possible implications for the future of higher education arising out of this case are the death of private schools and more freedom of choice for the poor. (HS)

ED 061 905 HE 002 997

Sandow, Stuart A.

Public-Private Competition in Higher Education. Emerging Education Policy Issues in Law. Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Pub Date Jul 71

Note—64p.; number four in a series

Available from—Educational Policy Research Center, Syracuse University Research Corp., 1206 Harrison Street, Syracuse, N.Y. 13210 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—College Choice, *Curriculum, *Higher Education, Lawyers, *Legal Problems, *Legal Responsibility, *Private Colleges

This document is the fourth in a series of studies designed to examine the legal aspects of various potential educational problems in our society. This particular study deals with the case of a private university in New York State that sues the State University of New York for exceeding its statutory authority. The private school accuses SUNY, in particular, of developing programs that already were offered at the private institution, thus attracting students away from the private school, wasting state funds on duplicated programs, and adding to the financial burden of the private school. Ninety percent of the attorneys surveyed were of the opinion that such a case could appear in the courts within 5 years; 95% believed that private colleges are a must for our society; and 80% see the event as reported as being threatening to society. Some of the implications that such an event might have for the future of higher education are: (1) the State would subsidize the private educational institutions; (2) a collectivist curriculum would develop in which the public institutions would be allowed to offer only what the private institutions do not; and (3) the expansion of a universal higher education system would be hampered. (HS)

ED 061 906 HE 003 001

McCabe, M. Patrick Driscoll, Brian

College Admission Opportunities and the Public Offender.

Morehead State Univ., Ky.

Pub Date 30 Sep 71

Note—32p.; Paper presented to the American Association of College Admission Counselors, San Francisco, California, September 30, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Correctional Education, Correctional Rehabilitation, *Criminals, *Higher Education, *Prisoners

The University of Kentucky's Project NewGate is 1 of 6 federally funded demonstration projects in correctional education designed to (1) provide an intensive college preparatory and college-level educational program for a select number of federal prisoners at the Federal Youth Center in Ashland, Kentucky; (2) supplement the educational component with individual and group counseling sessions; and (3) extend the program beyond the release date through realistic prerelease planning and intensive postrelease follow-up. Accomplishments of the NewGate Program have been: (1) a total of 109 NewGate stu-

dents have been successfully placed in academic and technical institutions following their release; (2) 4 former NewGate students have completed vocational training programs and are currently employed in related trades; (3) 1 NewGate student has received an Associate of Arts degree; (4) an additional 42 NewGate students have found satisfactory employment. Only 9 out of the 109 releases have failed to make satisfactory adjustment to the outside world. (Author/HS)

ED 061 907 HE 003 004

Teaching the Large Class at the Undergraduate Level. Final Report.

Lane Community Coll., Eugene, Oreg.

Pub Date Feb 72

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Coordination, *Higher Education, *Large Group Instruction, *Lecture, *Undergraduate Study

In the summer of 1970, a study was undertaken at Lane Community College, Eugene, Oregon, in an attempt to explore the effectiveness of certain organizational patterns in teaching a large class at the undergraduate level. This document presents the final report of the study, which is organized as follows: Chapter 1 presents a review of related research and a summary of the implications of that research as it pertains to the project. After a statement of objectives and assumptions, Chapter 2 offers a description of the class organization and the actual operation of the large class lecture sessions, the small class discussion groups, and the leader seminars. Various administrative considerations and the project evaluations by the instructional staff are also included in this chapter. Chapter 3 provides an independent evaluation of the large class project, including an account of the sources of data, a description of the questionnaire instrument and its use, and analysis of the findings in light of project objectives. (Author/HS)

ED 061 908 HE 003 005

Bayer, Alan E. Astin, Alexander W.

Faculty Influences on the College Environment.

American Council on Education, Washington, D.C.

Pub Date Apr 72

Note—28p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, Faculty, *Higher Education, *Student Attitudes, Student School Relationship, *Student Teacher Relationship, *Teacher Influence

This paper is concerned with the impact of faculty attributes on the college environment. The results of this analysis suggest 3 general conclusions of use to future research on college impact: (1) instruments to obtain student-derived assessments of college climate are useful and valid tools for determining intrinsic attributes of college environments; (2) faculty attributes, including measures of faculty quality, have only moderate or little direct effect on college climate, at least a climate having to do with students' feelings of concern for them as individuals at their institution; and (3) the pervasiveness of institutional structural attributes, particularly size, cannot be explained by either the kinds of students or the types of faculty that may be attracted to or recruited by these institutions. These conclusions suggest that there is a continuing need for more research on college impact and college climate that will focus not only on students but also on the role of faculty and of institutional structure. Such research can be directly applied to establishing sound educational policy and new educational programs. (Author/HS)

ED 061 909 24 HE 003 007

Cross, K. Patricia

New Students and New Needs in Higher Education.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0248-10-6

Pub Date 72

Grant—OEG-6-10-106

Note—197p.

Available from—Center for Research & Development in Higher Education, 2150 Shattuck Ave., Berkeley, Calif. 94704 (\$3.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *Educational Change, *Enrollment Projections, *Higher Education, Relevance (Education), *Student Needs

The students entering colleges in the 1970's represent a much broader spectrum of the population than has ever before pursued education beyond high school. Institutions of higher education are not prepared, however, to educate and meet the needs of these new students. This book seeks to shed light on the important question of what kind of student will be attending institutions of higher education in the decade ahead. Chapter 1 analyzes the changing philosophies as the nation attempted to address itself to the question: Who should go to college? Chapter 2 deals with the question of who is going to college now and Chapter 3 includes some predictions about who will go to college in the future. A research description of new students in higher education and an analysis of how their presence should change colleges and universities concludes the study. (Author/HS)

ED 061 910 HE 003 020

Hewitt, Raymond G., Ed.

Public Policy for the Financing of Higher Education: Proceedings.

New England Board of Higher Education, Wellesley, Mass.

Pub Date Dec 71

Note—136p.

Available from—New England Board of Higher Education, 40 Grove Street, Wellesley, Mass. 02181 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Finance, *Federal Aid, *Financial Support, *Higher Education, Private Colleges, *Public Support, Regional Planning, Statewide Planning

This document presents the proceedings of a conference held by the New England Board of Higher Education on public policy for the financing of higher education. Speeches presented were concerned with such topics as the inefficiencies in public policy toward the financing of higher education, the 1971 Federal Higher Education Act, imperative trends in state and regional planning, and the state of higher education in Washington. Panel discussions concerned: (1) the forms of public financing of higher education; (2) public responsibility for the financing of private higher education; and (3) the conditions associated with public financing of higher education. The keynote speaker for the conference was Senator Claiborne Pell of Rhode Island. (HS)

ED 061 911 HE 003 021

Harari, Maurice

Global Dimensions in U.S. Education: The University.

New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date 72

Note—60p.

Available from—Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Training, Developing Nations, *Educational Research, *Foreign Relations, *Higher Education, *International Education, Research

This pamphlet, 1 in a series of 4 concerning international education, presents an examination of the major policy issues confronting higher education in the U.S. and in relating meaningfully to overseas societies. The recommendations for U.S. research overseas can be summarized in 4 major points: (1) U.S. scholars, universities, and donors have major responsibilities to each other as well as to the larger international scholarly community in the professional conceptualization, funding, and ethical conduct of international studies' research—particularly in the less developed countries. (2) There is a need to promote the internationalization of U.S. social science research through increased international collaboration and funding. (3) There is a need to promote communication and clearinghouse arrangements within the U.S., as well as on a world scale, relating to international social science research. (4) The strengthening or creation of social science data

banks in the less developed countries should be promoted and merits the cooperative attention of scholars from different societies, including local scholars. (Author/HS)

ED 061 912 24 HE 003 036

DeVries, David L.

The Relationship of Role Expectations to Faculty Behavior.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-72-33

Bureau No.—BR-0-0340

Pub Date Feb 72

Grant—OEG-0-70-3347

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *College Teachers, *Faculty, *Higher Education, Professors, *Role Perception, Role Theory, Teacher Attitudes, *Teacher Behavior

This study examines the various sources of influences over 290 faculty members at a large public university. It was found that: (1) both the role expectations a faculty member has for himself and the role expectations of the employing organization predict positively and significantly the role behavior of the respondents; (2) the departmental colleagues' expectations predict significantly role behaviors for the research role only; (3) rank and the cosmopolitan-local dimensions are shown to be significant mediators of the conformity of the respondents to their colleagues' expectations; and (4) the degree of person-role conflict a faculty member is exposed to is related to his productivity (research) but not to his satisfaction. The implications of the results are explored for role theory and for the understanding of faculty behavior. (Author/HS)

ED 061 913 24 HE 003 038

Rothblatt, Sheldon

Studies in the Social and Cultural History of British Universities. Final Report.

California Univ., Berkeley. Dept. of History.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0441

Pub Date 1 Sep 70

Grant—OEG-9-9-140441-0070(010)

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Development, *Educational Research, *Higher Education, *International Education, *Universities

The principal objective of the present study is to analyze in proper historical dimensions, perspective, and detail the character of institutional change over time, and the response of universities to basic alterations in the structure and values of society. The period under consideration is primarily the great era of industrialization in England, from approximately 1760 to 1860. Since this was the first major transformation of the total character of western society to occur historically, the period offers an excellent example of the pattern of institutional response to economic, social, and technological change. The study explores primarily the nature and structure of teaching over time at Oxford and Cambridge. The ultimate goal of the work is to widen understanding of the social, cultural, and institutional conditions that make communication possible. No conclusions are made in the present report. (Author/HS)

ED 061 914 24 HE 003 039

Norman, Billy R.

South Alabama Research Consortium. Final Report.

Troy State Coll., Ala.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-7-D-050

Pub Date Feb 72

Grant—OEG-1-7-070050-4240

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consortia, *Educational Development, *Higher Education, *Institutional Administration, *Institutional Research

In 1967 representatives from 3 colleges in South Alabama (Alabama State College, Montgomery; Livingston State College, Livingston; and

Troy State College, Troy) met and organized a consortium to stimulate research on the campuses of the institutions. A grant was issued to the consortium to facilitate the goal of stimulating research. The consortium was organized with a consortium director at Troy State College who doubled as an institutional director at Troy State, and institutional directors at the other 2 colleges. Each college appointed a research committee to screen research proposals submitted by faculty members on their respective campuses. Since the outset of the consortium, each institution has established an office of institutional research, each has been designated a university, and each is continuing its program of educational research. (HS)

ED 061 915 24 HE 003 040

Fernald, Peter S. DuNann, Deborah H.

Investigation of Individualized Instruction for Large College Classes. Final Report.

New Hampshire Univ., Durham. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-A-068

Pub Date Mar 72

Grant—OEG-1-71-0004

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Individual Instruction, *Individualized Instruction, *Student Centered Curriculum, Student Development, *Teaching Methods

In the present study, a form of individualized instruction is compared with the conventional lecture approach. Hourly and final exams given to both groups indicate a superiority for students under individualized instruction, which, while highly significant statistically, represents only moderate pragmatic gains. Attitude questionnaires indicate more positive attitudes for students receiving individualized instruction; however, it appears that individualized instruction produces no study skills that the students later employ under the conventional system, and it is no more beneficial for low performing students than for high performing students. It was found, in addition, that those receiving individualized instruction are able to evaluate their mastery of the assigned material more accurately than students taught by the lecture method. It is recommended that future research be directed at separating some of the many factors that make up individualized instruction so as to identify their relative contributions to this method of instruction. (Author/HS)

ED 061 916 24 HE 003 041

Eastman, Esther M.

Police Education in American Colleges and Universities: A Search for Excellence. Final Report.

Kent State Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0723

Pub Date 28 Apr 72

Grant—OEG-0-9-450723-4128(085)

Note—341p.; Prepared at the Center for State and Local Government, Kent State University

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*College Curriculum, *Higher Education, *Law Enforcement, *Law Instruction, Police, *Police Seminars

Three basic purposes underlay the project from which this report was developed. The first was to establish a profile of police education provided in American colleges and universities; the second was to identify strengths and weaknesses of current efforts in this area; and the third was to prepare substantive recommendations to facilitate the achievement of discernable and appropriate objectives of police education. The report is based on 364 out of 569 institutions that had indicated in a previous survey that they offered law enforcement education programs. Basic recommendations are made on 2- and 4-year core curricula, and on numerous other matters of significant interest to institutions of higher education engaged in criminal justice education. (Author/HS)

ED 061 917 HE 003 064

Givens, Paul R.

Student-Designed Curricula.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date 15 May 72

Note—4p.

Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036 (1 to 10 copies \$.15 each; over 10 copies \$.10 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Curriculum Development, *Educational Improvement, *Higher Education, *Relevance (Education), *Student Centered Curriculum

The campus unrest in recent years past has facilitated a change of major importance within the higher education community. Educators have been forced to reevaluate college curricula in order to make it more relevant to students. This paper describes programs at 30 colleges and universities in which students are allowed to design their own programs of study. The range of programs described is wide, and reflects the degree of innovation that characterizes the move toward student-initiated academic planning. (HS)

ED 061 918 HE 003 065

Robinson, Lora H.

College Student Morale.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date 1 May 72

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies \$.15 each; over 10 copies \$.10 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, *College Students, *Higher Education, *Student Behavior, *Student College Relationship, *Student Teacher Relationship

This paper presents a discussion and statistical data concerning the various sources of college impact on students. Student-administration, student-faculty, and student-student relationships are discussed and tables are presented that represent the attitudes of 372 college students from 2 liberal arts colleges toward these relationships. Also discussed is the student's relationship with the college environment as a whole. It was found that at the 2 colleges studied, students encounter more positive than negative experiences. Some of the frequently encountered positive experiences include: fair, sincere, courteous and interested treatment from administrative personnel; communicative, respectful, fair and noncapricious treatment from faculty members; friendly, nonhostile behavior under competition; and feelings of individual worth. Frequently encountered negative experiences include: no voice in policies or procedures; administrative run-around; vague course objectives; and worries about the relevance of college to future work. It was also found that the source of most frequent positive and least frequent negative experiences is the student peer group. (HS)

ED 061 919 24 HE 003 082

Petry, John R.

West Tennessee Research Development Consortium. Final Report.

Memphis State Univ., Tenn.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-7-D-048

Pub Date Mar 72

Grant—OEG-3-7-070048-4238-010

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Experimental Programs, Faculty, *Higher Education, Professors, *Teacher Educator Education, *Teacher Improvement

During 1967-1970, 9 faculty members from each of 2 developing institutions (Freed-Hardeman College and Lane College) engaged in a research development program that sought to train 1 person in research methodology and to offer concurrently an in-service training program to the other 8. Each group met every 2 weeks each academic year for a 2-hour seminar. Several teaching techniques were studied, 1 by each group each semester. The participants were evaluated by students through the Purdue Rating Scale for Instruction and the Stanford Teacher Competence Appraisal Guide. Two analyses were made on the data: (1) a t-test over items and par-

ticipants, and (2) a difference score matrix for each faculty group on each scale for each treatment. Results revealed only a few items of significance on t-tests and differential effects on matrices. Criterion tests over 2 treatments revealed cognitive changes. Nonintellectual effects were evidenced in administrative personnel, teachers, and students. In 1971, faculty members from Memphis State University joined the group in studying proposal writing where the participants submitted proposals to funding agencies. (Author/HS)

ED 061 920 24 HE 003 083

Colmey, James W. Petry, John R.
West Tennessee Research Development Consortium. Final Report.

Memphis State Univ., Tenn.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-D-048X

Pub Date Jun 69

Grant—OEG-3-7-07000-4238

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Improvement, *Educational Research, *Experimental Programs, *Higher Education, *Teacher Educator Education, Teacher Improvement

The West Tennessee Research Development Consortium was formed to increase research potential of Freed-Hardeman College at Henderson and Lane College at Jackson. The Consortium consisted of a proposal and project designed (1) to train in research methodology 1 person on each of the 2 campuses, and (2) to offer concurrently an in-service training program to 8 faculty members in each of the colleges. This document presents an outline of the program including the methodology used and results found. The primary objectives of the program were: (1) to develop research competencies in selected personnel on the campuses of the 2 colleges through a cooperative research venture; (2) to expose the staffs of each of the colleges to an on-going research project while gaining the benefits of an in-service training experience; (3) to demonstrate the importance of research to the developing institutions; (4) to develop curriculum materials that will aid the maintenance quality of instruction in developing institutions through in-service programs; and (5) to study the treatment effects of curriculum packages designed to upgrade the instructional processes in higher education. (Author/HS)

ED 061 921 24 HE 003 084

Ramo, Roberta Cooper

Urban Legal Processes: Development of Original Course Materials to Teach Legal Problem-Solving Skills and Knowledge to Under-Graduates in the Urban Sciences. Final Report.

Shaw Univ., Raleigh, N.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-C-060

Pub Date 30 Jun 70

Grant—OEG-3-70-001(010)

Note—373p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Course Descriptions, Curriculum Development, Educational Development, *Higher Education, *Law Instruction, *Legal Problems, Urban Education, *Urban Studies

The present document presents an outline and discussion of a course designed to instruct students in the workings of the legal processes as related to the solving of today's urban problems. The project in its entirety resulted in a product that can be adapted to meet the needs of urban science students from several instructional points of view. Heavy emphasis is placed on the problems of urban housing, consumer protection, and welfare. The appendices of the document contain the reading materials drafted; an outline of the reading assignments, problems and games; the class diary; and some sample examination questions. (HS)

JC

ED 061 922

JC 720 095

Dennison, John D. Tunner, Alex

The Impact of Community Colleges. Socio-Economic Survey: Students Entering Post-Secondary Education in British Columbia, Fall 1971.

B. C. Research, Vancouver (British Columbia).

Spons Agency—Donner Canadian Foundation.

Report No—R-2

Pub Date Feb 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, Foreign Countries, *Junior Colleges, *Junior College Students, *Post Secondary Education, Questionnaires, *Socioeconomic Background, *Student Characteristics, Surveys

Identifiers—British Columbia

This report contains a brief description of data collected on the socio-economic background of post-secondary students in British Columbia. A survey of over 11,000 first year college and university students was completed in the fall of 1971. The survey included three parts: a socio-economic survey, an opinion survey, and an achievement test of English and mathematics skills. This information was collected to: (1) determine to what extent the students are representative of the population of the Province; (2) develop a descriptive profile of the community college student; (3) determine what kinds of students, in socio-economic terms, take various programs available at community colleges; and (4) compare community college students with students who enter other types of post-secondary educational institutions. The data is arranged in tables and appended along with the questionnaire. Statistical analysis of these data and other findings on the impact of colleges from the point of view of the student, the educational system and the community, will be reported in future publications. (LP)

ED 061 923

JC 720 096

Landini, Albert J. Gold, Ben K.

An Ex Post Facto Needs Assessment Using a Modified Delphi Technique to Determine the Goals of a Community College Learning Resources Center.

Los Angeles City Coll., Calif.

Report No—RS-72-6

Pub Date May 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Laboratories, *Educational Objectives, *Evaluation, *Evaluation Techniques, Institutional Research, *Instructional Materials Centers, *Junior Colleges, Learning Laboratories, Teacher Attitudes

Identifiers—Delphi Technique

A modified use of the Delphi technique to determine institutional goals for a community college learning resources center is described in this report. A committee of faculty and staff acted as "selected experts" in determining the initial goal statements. Processes and techniques for collapsing the large number of goal statements to a few detailed positive and negative goal statements are presented. The positive goal areas derived were: (1) small student discussion groups; (2) better learning environment; (3) better instruction; (4) individualized instruction; and (5) better organizational structure. Negative goal areas derived were: (1) faculty overload; (2) administrative misuse; (3) lack of small student discussion groups; and (4) dehumanization of students. These goals in their final statement forms were derived in view of the perceived purpose of the learning resources center as allowing the community college to respond to increasing student enrollments in the face of diminishing revenues without lowering the quality of education offered. The methodology used to bring about goal convergence is reported in a step-by-step manner so that interested researchers wishing to replicate the study at their institution may do so, and a brief literature review describes some possible applications of Delphi in other areas of education. (AL)

ED 061 924

JC 720 097

Barrios, Alfred A.

Self-Programmed Control: A New Approach to Learning.

Pub Date [72]

Note—11p.; Paper presented at the American Association of Higher Education's 27th Annual National Conference, Chicago, Illinois, March 6, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Drug Education, Educational Theories, *Junior Colleges, *Learning Difficulties, *Learning Laboratories, Self Concept, Self Evaluation, Student Attitudes, *Student Motivation

This paper introduces a program for dealing with two affective detractors from learning: (1) a negative attitude toward school, and (2) personal problems. The program consists of three basic interacting components: (1) Self Programmed Control Technique Series—a method giving persons greater control over involuntary personality traits; (2) Psycho-Cybernetics—a guide to life; and (3) Shortcut Learning Techniques—a means of allowing students to experience immediate learning reinforcement. In a trial use at East Los Angeles College, the program has shown that attitudes toward school have been modified positively as indicated by a 250% increase in Brown-Holtzman scores and that the occurrence of personal problems have diminished as indicated by a drop in Willoughby scores from the 72nd to the 38th percentile. Also the results of an anonymous questionnaire given to 236 students revealed that the number of students having excessive behavior in certain problem areas, such as smoking, drinking, and drug use, was lessened at the program's end. Actual improvement in grades and number of units completed were found to correlate with the affective changes. The ease of implementing the program and various ways of inexpensively incorporating it into a school's curriculum are also discussed. (AL)

ED 061 925

JC 720 098

Nickens, John M.

"Transfer Shock" or "Transfer Ecstasy?"

Pub Date [72]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 6, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Comparative Analysis, Followup Studies, Grade Point Average, Higher Education, *Junior Colleges, *Student Evaluation, *Transfer Students

The alleged characteristic drop in grade point average (GPA) of transfer students and the subsequent rise in GPA was investigated in this study. No statistically significant difference was found in first term junior year GPA between junior college transfers and native Florida State University students after the variance accounted for by the Florida Twelfth Grade Test was removed. Also the subsequent rise in GPAs of junior college transfer students was found not to be significantly different from that of native students when observed over a 2-year period and when students who dropped out were excluded from both groups. (Author/AL)

ED 061 926

JC 720 099

Tuckman, Howard P.

The Enrollment Inducing Effects of Local Colleges.

Pub Date 72

Note—18p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 6, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Attendance, College Bound Students, *Commuting Students, *Economic Factors, *Junior Colleges, *Student Distribution

Identifiers—Florida

The savings to students from living at home and commuting to school are estimated in this paper. By relating these savings to enrollment growth, several conclusions are reached as to how the presence of a local college affects the demand for higher education. The report is divided into four parts: (1) formulation of a framework for computing the savings students obtain by attending a local college; (2) application of this framework to a cohort of second year students at Miami-Dade Junior College (Florida); (3) classification of these students by family income to determine what income groups benefit the most from these savings; and (4) analysis of the addition to enrollments for local junior colleges because of these savings estimates. Findings suggested that the presence of any institution of

higher education results in increased college attendance in that area because of commuting savings. The presence of a junior college especially increases the college attendance of low income students although middle income families receive the largest percentage of dollar savings. (AL)

ED 061 927 JC 720 100

Edwards, Howard

Evaluation of the Third Year of Operation of the Contra Costa College Mobile Counseling Center.

Contra Costa Coll., San Pablo, Calif.

Pub Date [71]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Centers, Counseling Services, *Disadvantaged Youth, *Junior Colleges, *Mobile Educational Services, *School Community Relationship, Special Services Identifiers—California

During 1971, the third year of operation of Contra Costa College's (California) mobile counseling unit, the priorities established for that program were (a) to make the mobile counseling unit and program as widely known in the community as possible, and (b) to concentrate on the services to the client. The counseling unit and program were publicized to the community through the (1) establishment of relationship with local, federal and state agencies, (2) involvement of the counselor in various community group activities, (3) recruitment by existing clientele, (4) dissemination of information to local businesses, and (5) use of mass media. Services to clients were improved by considering obstacles to admission by the college from the recruit's point of view. The college's requirements such as transcripts, permanent residence in the district, and a placement test were modified or made less anxiety-producing for the recruits through the efforts of the counselor. This report also includes the results of a 2-year study of recruits and several recommendations for better relations with those students. It was suggested that an appropriate model for evaluating student persistence be used and the counseling approach be changed from corrective to appreciative. Specific suggestions included: (1) provision of a means whereby recruits can enter the college at anytime during the semester; (2) operation of the unit during the summer; (3) recognition of the need for specialized faculty in the program; and (4) provision for meaningful student reward systems. For reports of the first and second year operations, see ED 031 243 and ED 043 332. (AL)

ED 061 928 JC 720 101

Lombardi, John

Moratorium on New Junior Colleges.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date May 72

Note—4p.

Journal Cit—Junior College Research Review; v6 n9 May 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Planning, *Educational Demand, *Enrollment Projections, *Enrollment Trends, *Junior Colleges, Planning, Research Reviews (Publications)

This review deals with the interest of some junior college educators in taking a stand against the belief that community college enrollments will continue to increase indefinitely. The first stand was made by the Arizona State Board of Directors for Junior Colleges, which called for at least 5-year moratorium on new junior colleges after 1969 in that state. On the other hand, professional state associations, the American Association of Junior Colleges, the Carnegie Commission on Higher Education, and the federal government have advocated the creation of more colleges. Although the idea of a moratorium on new junior colleges is largely unpopular, the current financial crisis may warrant it and numerous population projections reveal a decreasing number of potential community college students. Reports of studies conducted at community colleges throughout the nation are cited to support this view, as well as results of efforts expended at certain colleges where more efficient use of classroom space has been made in light of anticipated decreasing enrollments. (AL)

ED 061 929 JC 720 102

Bushnell, David S. Zagaris, Ivars

Report From Project Focus: Strategies for Change.

American Association of Junior Colleges, Washington, D.C.

Pub Date 72

Note—264p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Attitudes, Comparative Analysis, *Educational Objectives, *Educational Planning, *Educational Trends, Institutional Role, *Junior Colleges, Professional Associations, Questionnaires, Student Characteristics, Teacher Characteristics

This report is a product of Project Focus which was initiated as a study effort by the American Association of Junior Colleges to determine the long-range goals of the nation's community and junior colleges. Data gathered from questionnaires administered to a cross-sectional sample of students, faculty, presidents, and institutions are presented and interpreted. The report includes a comparison of student and faculty backgrounds, feelings, and expectations, the presidents' views of where emphasis should be placed in delivering services to the community, and the presidents' evaluation of how well their institutions are meeting the promise of equal educational opportunities for all. The report is comprised of five chapters: (1) methodology employed in the study, (2) student and faculty socio-economic and demographic characteristics, work experience, career aspirations, and perceptions of campus policies, (3) comparisons of students', faculty and presidents' views of traditional long-range goals, (4) evaluation of four major college activity areas and suggestions for improvement, and (5) future impact of selected socio-economic trends currently influencing behavior in the community college. Technical appendices to the report are titled: (A) Methodology, (B) Innovative Institutions Index, (C) Presidents' and Faculty Perceptions of Goals for the 70s, and (D) Exhibits, including student, faculty, president and institutional survey forms and a follow up questionnaire. (AL)

ED 061 930 JC 720 103

Knoell, Dorothy M.

The "New Student" in the Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 72

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Educationally Disadvantaged, Enrollment Rate, *Financial Support, *Junior Colleges, Junior College Students, *Remedial Programs, *State Legislation

Identifiers—California

There are many obstacles to assessing the impact of "new" or disadvantaged students enrolled in community colleges; minority students and staff often oppose such assessments, the conditions and problems in quantifying measurements are difficult to control, and it is difficult to separate and assess interrelated conditions and events which affect the "new" student. This document summarizes what is known about this special group of students in California community colleges, especially changes which have occurred since 1967 in the number of disadvantaged students, the number of minority staff members, new counseling and curricular programs, and drop-out rates. The growing effort to attract students, who because of financial problems and lack of necessary preparation have not attended college in the past, has resulted in great increases in their percentage of the total enrollment. However, many colleges have not provided the necessary special support programs to help the students overcome their handicaps. Consequently, the dropout and failure rate of these new students has been alarming. State and federal money has been and will continue to be crucial for colleges to set up special programs of instruction, student services, counseling, and financial aid necessary for these students. Where such support has been provided, disadvantaged students have averaged the same retention rates, grade point averages and graduation rates as other students. (LP)

ED 061 931 JC 720 104

Tillery, Dale

Variation and Change in Community College Organization, A Preliminary Report.

California Univ., Berkeley.

Pub Date Dec 70

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, College Administration, *College Planning, *Junior Colleges, National Surveys, *Organizational Change, *Presidents

A national survey of community college presidents collected information on campus organization and campus and community demographic data. Data from each of seven "pacesetter" states (California, Florida, Illinois, Michigan, New York, Texas and Washington) and from three groups of states (categorized by the percentage of total undergraduates enrolled in community colleges) were analyzed. Findings in the following areas are discussed: extensiveness of organizational change in community colleges; the groups most concerned about and involved in planning for change; the most popular directions of change; college characteristics; and groups who participate in the decision-making process. Nearly 40% of the presidents plan to change organizational structures by 1975. Student and community groups are seen by the presidents as having little concern for or involvement in the planning of change. Furthermore, the presidents considered interdisciplinary studies an attractive option for curriculum changes and preferred division to departmental organization. Presidents thought themselves to be the most concerned about organizational change even though they generally believe their patterns of organization are not too rigid, hierarchical, or bureaucratic. (LP)

ED 061 932 JC 720 105

Tillery, Dale

A College for Everyman.

Pub Date 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, *Educational Policy, *Enrollment Projections, *Enrollment Trends, *Junior Colleges

In this report issues surrounding the continued growth and development of community colleges in the United States are presented and discussed. The early developmental history of community colleges is described along with the established enrollment trend-lines over time. These factors are then used to postulate a large future enrollment. The next section deals with recommended policies for community college development during 1970-80. Areas to be emphasized are: (1) improved access to higher education, (2) technical-vocational education, (3) articulation among 2- and 4-year colleges, (4) guidance as a central function, (5) remedial education, (6) community service, (7) federal support programs, (8) state master plans, and (9) governance policies. Projections of community college growth during 1970-80 including enrollments, new schools, and required faculty and staff needs are made. (AL)

ED 061 933 JC 720 106

Doversberger, Betty

An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics in Illinois Junior Colleges, Phase I.

Pub Date Aug 70

Note—86p.; Seminar paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, Engineering Education, Industrial Education, *Junior Colleges, *Mathematics Curriculum, *Physics Curriculum, Teacher Attitudes, Teacher Qualifications, *Technical Education, Technical Mathematics Identifiers—*Illinois

This study resulted from an on-going evaluation of the 2-year engineering related technology curricula at Illinois Central College. The purpose of the research was to determine the appropriate course content for technical physics and mathematics, the level of theory to be taught, instructor qualifications, and the appropriate department for offering these technical courses. Areas of inquiry included: (1) attitudes held by experts in the field of technical education toward the teaching of technical physics and mathematics courses; (2) current practices in Illinois junior colleges, and

(3) courses being offered in the Mathematics and Science Division and in the Engineering and Industrial Occupations Division at Illinois Central College. It was found that specialized courses in mathematics and physics for technology programs should emphasize an applied rather than theoretical approach, instructors teaching these courses should be sympathetic to technical education and have had industrial experience, technical mathematics and physics courses should be offered in the technology department, and entering students with deficiencies should have greater psychological support. (AL)

ED 061 934 JC 720 107
Doversberger, Betty
An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics, Phase II.

Pub Date Jan 71
Note—99p.; Seminar paper
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Aspiration, Engineering Education, *Junior Colleges, Questionnaires, *Student Attitudes, *Teacher Attitudes, Teacher Background, *Technical Education, *Transfer Programs, Transfer Students, Vocational Education Teachers
Identifiers—*Illinois

This report is an investigation of the validity of the conclusions reached in the first phase of this study (see JC 720 106 above). Three questionnaires were designed to collect information on the attitudes, backgrounds, and opinions of: (1) faculty in the mathematics, science and engineering-related occupational divisions of selected Illinois junior colleges; (2) students in transfer and engineering-related occupational programs in these same colleges; and (3) faculty in selected technical institutes. Conclusions reached from the results of these questionnaires include indications that transfer and engineering-related occupational instructors differ in their educational background, the number of advanced degrees held, their evaluation of the importance of application in technical physics courses, and their opinion of the ability and motivation of occupational students. Differences were also found between transfer and engineering-related occupational students. A greater proportion of the transfer students hope to obtain education beyond the Associate degree; their attitude toward work is more idealistic as opposed to the pragmatic attitude of the occupational students; they were less sure of their reasons for choosing their program than the occupational students; and their education is more often financed by assistance than by employment. (AL)

ED 061 935 JC 720 108
Kintzer, Frederick C.
From High School to Community College—A Vital Link in the Articulation Process.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Jun 72
Note—4p.
Journal Cit—Junior College Research Review; v6 n10 June 1972

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Articulation (Program), *College Admission, *College Bound Students, *College High School Cooperation, College Preparation, *Junior Colleges, Post High School Guidance, Program Coordination

To provide for the needs of student groups such as high school and college dropouts, adults wanting further education, students needing remedial education, and high school students taking college classes, communication between community colleges and high schools is essential. It is recommended that a team relationship be developed between high schools and community colleges to prevent duplication of programs and provide effective service to the community; counseling is at the heart of the process. Several programs which demonstrate such cooperation are reviewed, including concurrent enrollment programs, newsletters sent to high school counselors, subject area conferences, high school advisory committees, and joint workshops of high school and college counselors and admissions staff. Washington and California have encouraged communication by creating state councils and holding statewide conferences on articulation. Regional

planning is also possible; the efforts of the Los Angeles Community College District Area Articulation Committee and regional accrediting agencies are cited as examples. (LP)

ED 061 936 JC 720 109
Staff and Program Development in Florida's Community Junior Colleges, 1969-70, 1970-71.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Mar 72
Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—College Faculty, *Instructional Improvement, *Junior Colleges, *Program Development, *Staff Improvement, State Aid, State Departments of Education, *State Programs
Identifiers—*Florida

During the 1969-70 and the 1970-71 fiscal years, Florida's public community colleges engaged in 796 staff and program development (SPD) activities. These activities included curriculum development, equipment acquisition, workshops, conferences, institutes, sabbaticals, extended study, professional leave, and institutional visitations. This report describes the statutory and regulatory provisions for SPD, discusses the guidelines, definitions, and procedures which govern SPD in the system, and summarizes the SPD information submitted to the Florida Division of Community Colleges by the 27 colleges in the system. Funds for SPD activities are provided by the state to community college districts; charts showing the total state and college allocations for SPD are included. The bulk of the report is in tabular and chart format, including the name and location of the program, a brief description, cost, and the area served. (Author/LP)

ED 061 937 JC 720 110
Report for Florida's Public Community Colleges, 1970-71.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Mar 72
Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—College Curriculum, Educational Facilities, Educational Finance, Educational History, Educational Philosophy, Enrollment, *Institutional Research, *Junior Colleges, Personnel Data, *School Statistics, *State Surveys, *Statistical Data
Identifiers—*Florida

This report is intended to provide information to answer questions most frequently asked about Florida's public community colleges by members of the legislature, state agencies, external agencies, citizens, administration, faculty and students. The data are presented in two sections: (1) a description of the history, organization, goals and philosophy of the community college system; and (2) descriptive statistics for enrollments, personnel, academic programs, physical facilities and finances. (Author/MB)

ED 061 938 JC 720 111
A Model for Cost Analysis of Vocational and Non-Vocational Credit Programs at Santa Barbara City College, 1971-72.

Santa Barbara City Coll., Calif. Office of Research and Development.

Report No—RR-8-72
Pub Date 26 Apr 72

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Comparative Analysis, *Cost Effectiveness, Educational Finance, *Junior Colleges, Models, *Program Budgeting, *Program Costs, *Resource Allocations

Presented here is a model developed at Santa Barbara City College (California) for assessing vocational and non-vocational program costs. The primary purpose of the project was to compare costs during 1971-72 for these two types of programs. On an institutional average, vocational instructional costs appeared to be higher than non-vocational, perhaps because of the relatively lower ratio of student contact hours in vocational instruction. The model has value for predicting future resource requirements, evaluating the achievement of program objectives, and conducting cost-benefit analysis. Reports of a computer analysis of costs, program cost analysis, and cost benefit analysis are given along with three appendices: (1) contract costs and direct instructional

costs, (2) comparison of vocational and non-vocational program costs, and (3) use of a vocationally-oriented test battery to increase student persistence and performance in selected curricula. (MB)

ED 061 939 JC 720 112
Higgins, A. Stephen
The Junior College Faculty in Oklahoma.

Pub Date 70
Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Admission Criteria, Cocurricular Activities, Curriculum Planning, Governance, Institutional Role, *Junior Colleges, *Program Planning, Surveys, *Teacher Attitudes, *Teacher Characteristics, Teacher Participation, *Teacher Role
Identifiers—*Oklahoma

This paper is a descriptive analysis of the Oklahoma junior college system and the interrelationships existing between its faculty, students, alumni and concerned citizens. Primary emphasis was on the use of a survey attempting to describe the personal and professional characteristics of the present junior college faculty, and their attitudes and values concerning the community/junior college movement in the state and nation; the analysis of personal characteristics resulted in the development of a profile of a "typical" junior college faculty member. Other areas discussed were: (1) the relative importance assigned by faculty members to such programs as transfer, paraprofessional, vocational, and community service; (2) the self-perceived role of faculty in college governance, curriculum planning, and the development of institutional goals; and (3) faculty perceptions of admissions standards, counseling and guidance effectiveness, and supervision of student activities. (AL)

ED 061 940 JC 720 114
Rose, Robert R. And Others
The Evolution of Learning Assistance in a Community College.

Pub Date 72
Note—12p.; Paper presented at the Conference on English Education of the National Council of Teachers of English (St. Louis, April 6-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Basic Skills, *Diagnostic Teaching, Foreign Countries, *Junior Colleges, *Learning Difficulties, Program Descriptions, *Remedial Programs, Study Skills
Identifiers—Canada

This paper describes the three phases in the evolution of the Mount Royal College (Canada) Learning Assistance Program, beginning with the clinical approach (1969), moving to a credited class structure (1970), and finally to the present non-credit workshop approach (1971). The Learning Assistance Program was established to help students needing assistance in basic skill areas such as reading, writing, listening, and mathematics. The workshop approach has had the highest student retention rate of any of the alternatives tried. Students entering the program are given diagnostic tests to determine their learning difficulty, then given the choice of three alternative learning styles: individual, independent, and group. Programmed learning packages are being developed, and an intern program utilizing students from a nearby university has increased the staff available to help students in the program. (Author/LP)

ED 061 941 JC 720 115
Teaching and Learning for Educationally Disadvantaged Students in Community Colleges.

Chicago City Coll., Ill. Kennedy-King Coll.

Pub Date Mar 72
Note—35p.; A summary report of two U.S. Office of Education EPDA Workshops held under the auspices of the Masters College Program for Preparing Community College Teachers, Chicago, Illinois, Oct. 4-7 and Nov. 15-18, 1971.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—College Faculty, Disadvantaged Youth, *Inservice Teacher Education, *Internship Programs, *Junior Colleges, Student Teacher Relationship, *Teacher Education, Teacher Evaluation, *Teacher Improvement, Workshops

In 1969 the Research Division of the U.S. Office of Education supported the development of a

model for a "Masters College" which is a combined 4-year undergraduate and graduate program that integrates the last two years of college with professional preparation at the master's level for training junior college teachers. One outcome of this research was two workshops on community college teaching; the results of which are summarized in this paper. Participants came from New York, Massachusetts, Illinois, and Washington and included community college teachers and administrators and university staff responsible for preparing community college faculty. While the original topic of the workshop was "teaching and learning for educationally disadvantaged students," the conclusions and recommendations apply to the preparation of all junior college teachers. Topics discussed included: the pros and cons of behavioral objectives, institutional climate and its effect on teaching, criteria for evaluating remedial programs, characteristics of an effective teacher, and the importance of internships and in-service training for improving teaching effectiveness. Students' opinions on these topics were sought and included in the discussions. The possibility of initiating Masters Colleges in the geographic areas represented by the participants was also an item of concern at both workshops. The document includes part of the original Office of Education research study describing the Masters College model. (LP)

ED 061 942 JC 720 116
People for the People's College: Community-Junior College Staff Development, Priorities for the 70's. A Summary.

National Advisory Council on Education Professions Development, Washington, D.C.
Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Teachers, *Educational Needs, *Inservice Teacher Education, *Junior Colleges, Preservice Education, *Staff Improvement, *Teacher Education

The National Advisory Council on Education Professions Development reviews and evaluates federal programs relating to the training and development of educational personnel, and this summary of their report identifies personnel needs of community-junior colleges. Several major topics are discussed: (1) the uniqueness of these colleges, reflected by their democratic-humanitarian principles, (2) the special, atypical students these colleges serve, such as the undereducated, veterans, and minority groups, (3) the need for more staff members who are qualified, competent, and dedicated, (4) the non-existent or inappropriate preservice and inservice education programs for college staff, and (5) the need for increased funding for imaginative and effective educational programs. Specific recommendations deal with the development of creative and well-designed inservice programs, using innovations such as consultants, model programs, and statewide staff development programs. These, together with preservice programs, will aid staff in their special role. It is concluded that failure to implement the necessary programs will result in an inadequate educational system. (RN)

ED 061 943 JC 720 117
Galassa, Cyril M. Caldwell, Florin L.

Phase One: Study of Objectives for English 1A Classes. Transfer Level Composition at De Anza College.

De Anza Coll., Cupertino, Calif.

Pub Date 1 May 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition Skills (Literary), *Course Objectives, *English Instruction, *Evaluation, *Junior Colleges, Reading Skills, Student Attitudes, Teacher Attitudes, Values, Writing Skills

Identifiers—California

In order to evaluate the transfer-level English composition program at De Anza College (California), English composition teachers and students rated 80 objectives in the categories of composition, values, reading, and writing. Objectives were rated on a one-to-five scale. Each objective was ranked as primary, secondary, or optional, according to faculty rating. For the primary objectives, comparisons were made between instructor emphasis and student helpfulness. Conclusions were reached in each area: (1) composition—students receive more help in acquiring

structural skills than thought skills; (2) values—teachers placed strong emphasis on understanding oneself and one's relationship to others; (3) reading—teachers' main objective was the need to teach students to read with greater understanding; and (4) writing assignments—only in this area was there a high level of congruence, probably due to the emphasis on procedures rather than skills. (RN)

ED 061 944

JC 720 118

Becker, George

An Evaluation of an Innovative Approach to English Composition Instruction. Phase One.

Long Beach City Coll., Calif.

Pub Date Apr 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Programs, *Composition Skills (Literary), *English Instruction, Evaluation, *Junior Colleges, *Writing Skills

In an attempt to improve student preparedness for entry into transfer-level freshman English composition, the English department of Long Beach City College (California) inaugurated a new program to improve writing skills. In the past, students who demonstrated a deficiency in their command of English usage, by low achievement on a standardized English placement test, had to satisfactorily complete a course reviewing English essentials before enrolling in transfer-level freshman English composition. The new program fulfills the review course requirement but emphasis is placed on writing compositions rather than upon reviewing English grammar, punctuation, and fundamentals. Small discussion groups, and auto-tutorial instructional programs are used to assist students in correcting errors that hinder effective written communication. It was judged that the program's effectiveness should be evaluated before its regular adoption by the college. Use of "t" tests for means and proportions were employed to seek out pertinent significant differences between the new program and the existing traditional one. Data analysis revealed no significant differences between the two groups (.05 level) as to achievement grades, penalty grades, and Cooperative English Expression Test scores following completion of the programs. (AL)

ED 061 945

JC 720 119

Blai, Boris, Jr.

Values and Perceptions of a Private Junior College Faculty: Public Community College Faculties and Students.

Harcum Junior Coll., Bryn Mawr, Pa.

Report No.—IRR-72-13

Pub Date May 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Comparative Analysis, *Junior Colleges, Private Colleges, Student Teacher Relationship, Surveys, *Teacher Attitudes, *Teacher Characteristics, *Teacher Role, Values

Identifiers—Pennsylvania

This survey of the faculty at Harcum Junior College (Pennsylvania) gives some insight into their values, their perceptions of the college environment, and their unique role within that environment. These characteristics are compared with data collected on faculty and students at three diverse California community colleges. Some of the traits discussed are professional and "terminal" (desired life outcome) values, personal characteristics, and self-comparisons. Opinions that faculty have about goals for students, various student perceptions, and reasons for college attendance are also discussed. Conclusions reached concerning similarities between faculty of Harcum and of the three California colleges include: (1) of the three professional values ranked highest, Harcum faculty have two (honesty and responsibility) in common; (2) in terminal values, each group ranked "self-respect" and "sense of accomplishment" among the top three; and (3) the pattern of major similarities and minor differences in values is similar to results of other inquiries in this field. (RN)

LI

ED 061 946

LI 003 532

Smith, William A., Ed.

The Management of Information Analysis Centers: [Proceedings of a Forum] Held at National Bureau of Standards, Gaithersburg, Md., May 17-19, 1971.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.

Report No.—COSATI-72-1

Pub Date Jan 72

Note—203p.; (62 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Abstracting, *Electronic Data Processing, Indexing, *Information Centers, *Information Processing, Information Retrieval, Information Services, Information Systems, Input Output Devices, *Management, *Marketing

Identifiers—*Scientific and Technical Information

The papers given at the May 17-19 forum on Management of Information Analysis Centers held at the National Bureau of Standards in Gaithersburg, Md. are presented in four sessions separated by topic. Besides the welcoming remarks and the keynote address session 1 contains three general papers on information analysis centers and automatic data processing, abstracting and indexing services, and markstem, inputting techniques, and computer usage in a large data center. The third session, on abstracting and indexing services, includes case studies of ERIC/CLIS and the Air Force Machinability Center, the role of secondary services, a profile of scientific-technical tape information services, NSIC computerized information techniques, and the trends in services. Session 4, marketing, includes case studies of DoD, Cooper Data Center, Plastics Technical Evaluation Center, and information analysis centers' liaison with professional organizations, commercial firms, and the private sector. (SM)

ED 061 947

LI 003 553

Mignon, Edmond, Ed.

Directions in Education for Information Science; Proceedings of a Symposium for Educators (Denver, Colorado, November 11-13, 1971).

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—American Library Association, Chicago, Ill.; American Society for Information Science, Washington, D.C.; Denver Univ., Colo. Graduate School of Librarianship.

Pub Date 72

Note—177p.; (62 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Education, *Educational Theories, *Information Science, *Information Scientists, Symposia

Identifiers—*Librarianship

The eleven papers of which this proceedings is composed are separated into the five sessions of the symposium. Session I contains one paper concerned with the state-of-the-art which gives a definition and overview of information science education. The three papers in the second session, theoretical approaches, are addressed to the question of what the philosophical problems underlying education in information science are. Session III is composed of four papers on practical approaches which includes the relationship of the curriculum to theoretical issues and integration of the curriculum. Curriculum development is the subject of Session IV, which contains two papers on models, techniques, implementation and cooperation. The final session contains the wrap-up paper. Brief annotations of the papers are included in the table of contents. (Author/NH)

ED 061 948

LI 003 613

Organization and Staffing of the Libraries of Columbia University: A Summary of the Case Study Sponsored by the Association of Research Libraries in Cooperation With the American Council on Education Under a Grant From the Council on Library Resources.

Booz, Allen and Hamilton, Inc., Chicago, Ill.

Spons Agency—American Council on Education, Washington, D.C.; Association of Research

Libraries, Washington, D.C.; Council on Library Resources, Inc., Washington, D.C.

Pub Date 72

Note—33p.;(0 References)

Available from—University Library Management Studies Office, Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. (\$3.00 prepaid)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Case Studies, Library Planning, Research Libraries, *Staff Role, Staff Utilization, *University Libraries

Identifiers—*Columbia University Libraries

This report summarizes the detailed case study of the organization and staffing of the research libraries of Columbia University. The study examines present patterns and recommends how the resources of 35 operating libraries ought better be arranged and deployed to fulfill their important roles. As a case study, the conclusions and recommendations are specifically geared to Columbia's unique requirements; certainly, no other university would completely profit from the wholesale adoption of the plan proposed for Columbia. The study may, however, be of general interest to those concerned with possible approaches to organizing for a research library's multifaceted roles in a major urban university. In particular, it is believed that the recommended plan will better accommodate the widening range of user needs and increasing sophistication of the faculty and student groups served. It should strengthen processes of collection development by bringing acquisition decision making closer to academic planning as well as help users gain more effective access to the constantly increasing volume and changing form of information resources available. The study also discusses the need to develop staff capabilities in library areas which can benefit from application of specialized talents and new technology. (Author)

ED 061 949

LI 003 614

Webster, Duane

Planning Aids for the University Library Director. Association of Research Libraries, Washington, D.C.

Pub Date Dec 71

Note—29p.;(6 References); University Library Management Studies Office Occasional Papers 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Library Planning, Program Budgeting, *University Libraries

The planning program described here focuses on the value of the planning process itself, and emphasizes that planning done by groups offers greater flexibility, creativity, and information than can be provided by a single individual. At the same time, the program stresses the importance of the planning activity as a central library function. The proposed organizational structure and managerial approaches integrate the input of the several groups with the efforts of individual administrators to develop a productive planning process. This process includes: the formal organization (the library director, the planning-budgeting officer, and unit heads); the seven steps of a planning program; and staff involvement through a senior planning board, a planning task force and program advisory groups. The steps of the planning program are: (1) Formulation of objectives that can be used to guide future library operations, (2) Assessment of requirements for change, (3) Development of unit plans and alternative courses of action, (4) Determination of required resources for proposed courses of action, (5) Evaluation and recommendation of proposed courses of action, (6) The installation and monitoring of programs and (7) Review and updating of plans. (Author)

ED 061 950

LI 003 615

Doares, Juanita S. And Others

Report on Survey of Subscription Agents Used by Libraries in New York State Conducted by the Technical Committee in 1970.

New York Library Association, Woodside.

Pub Date 71

Note—12p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Libraries, *Library Acquisition, Library Surveys, Library Technical Processes, Periodicals, *Serials

Identifiers—*Subscription Agents

In a questionnaire survey of all libraries in New York state and subscription agents used by them it was determined that libraries appear to know very little about what their subscription agents can be expected to do for them. The information collected in the survey is presented in tabular form and by type of library. The names and addresses of the subscription agents are presented with a description of types of materials, services rendered, business data (fees), and ratings by the libraries. The following recommendations are made: (1) that agents develop more efficient ways of claiming missing issues, (2) improvement of internal organization of the agencies, (3) development of more efficient handling of supplemental charges, (4) enhance cooperation between publishers and agents and (5) that regular personal contact be maintained between libraries and their subscription agents. (SJ)

ED 061 951

LI 003 616

Public Library Service in Victoria; A Report to the State Government.

Library Council of Victoria, Melbourne (Australia).

Pub Date Apr 70

Note—172p.;(49 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Archives, Foreign Countries, *Library Planning, Library Services, *Library Standards, Master Plans, *Public Libraries, *Regional Libraries

Identifiers—*Australia

The master plan for public library reform and development as drawn up by the Library Council of Victoria is discussed in this report to the state government. Recommendations are made for the improvement of service, facilities and organizations. Suggestions for moving the archives section to a new Public Records Authority are discussed. Minimum standards for all aspects of library matters are established to be used as an evaluation tool in measuring the adequacy of present service and to plan for future improvement. Included also is a voluntary plan for the regionalization of libraries to provide guidelines for the provision of funds. (SJ)

ED 061 952

LI 003 617

UNISIST: Intergovernmental Conference for the Establishment of a World Science Information System (Paris, 4-8 October 1971). Final Report. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—SC-MD-25

Pub Date Dec 71

Note—71p.;(0 References)

Available from—Unipub, Inc., Box 433, New York, New York 10016

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, *Information Dissemination, Information Retrieval, Information Storage, *Information Systems, *Information Utilization, *International Programs

Identifiers—*Scientific and Technical Information, UNISIST, World Science Information System

In pursuance of resolution 2.141 (a) adopted by the General Conference at its sixteenth session (October-November 1970), the Intergovernmental Conference for the Establishment of a World Science Information System (UNISIST) was organized by Unesco. The purpose of the Conference held October 4-8, 1971 was to make recommendations covering the basic principles of the proposed world science information system and the mechanisms and procedures by which member states and international organizations could play an active role in its implementation. The resolution adopted by the Conference and its general report appear in this volume. Additional appendices include the report of the U.S. delegation and remarks by the U.S. representatives to the Conference. (Author/SJ)

ED 061 953

LI 003 618

Primary Scientific Publication; A Report Prepared (With Special Reference to Physics) for the UNESCO Ad-Hoc Sub-Committee on Methods of Primary Scientific Publication and for the ICSU-UNESCO Joint Study on the Communication of Scientific Information and on the Feasibility of a Worldwide Science Information System.

International Council of Scientific Unions, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 2 Oct 67

Note—105p.;(4 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Definitions, Information Dissemination, *Information Networks, Information Processing, Information Science, *Information Systems, *International Programs, Periodicals, *Physics, *Publishing Industry

Identifiers—Primary Literature, *Scientific and Technical Information, Secondary Services

The data used for this report was prepared mainly from correspondence as described in the introduction, Chapter I. The manufacture, distribution and processing of original scientific information today is considered in Chapter II. This Chapter is devoted to the tasks of establishing precise definitions of the vocabulary used in the field (e.g. Communication, Information, Documentation, Papers, Notes, Letters, etc.) and to an attempt to give a rough classification of scientific journals as they exist at present. Chapter III describes the growth of primary journals as seen through the evolution of a sample and Chapter IV is concerned with the evolution of original scientific literature as seen through some of the major abstracting periodicals. Chapter V is devoted to an examination of the evolution of the present situation of scientific information problems, together with a brief study of some attempts or proposals to deal with these problems by either evolutionary or revolutionary procedures. A brief conclusion to the report appears as Chapter VI. (Author/NH)

ED 061 954

LI 003 619

Martin, M. D. Barnes, C. I.

Report on the Feasibility of an International Serials Data System, and Preliminary Systems Design. Prepared for the UNISIST/ICSU-AB Working Group on Bibliographic Descriptions. Institution of Electrical Engineers, London (England).

Spons Agency—International Council of Scientific Unions, Paris (France).

Report No.—DM-CB-284

Pub Date Apr 70

Note—110p.;(17 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographic Citations, Computer Programs, *Data Processing, Design, Electronic Data Processing, Information Networks, Information Systems, *International Programs, *Periodicals, Publishing Industry, Serials, *Standards

Identifiers—Primary Literature, *Scientific and Technical Information, Secondary Services

The purpose of the study was to define a world-wide machinery registering the essential characteristics of scientific periodicals and making them available to all interested individuals or organizations. The study is a combined feasibility study and preliminary system design. No attempt was made to identify individual organizations which might participate at the international or local levels; nor for the maintenance of the data base, or the production of publications and services. Chapters 2 to 10 of the report constitute a detailed study of the proposed International Serials Data System. In particular, Chapters 4 and 7 are concerned with the content of the computer data base, and detailed procedures for capturing and recording information for the system. Chapter 11 summarizes the authors' conclusions and recommendations. Supporting information is presented in a series of appendices including a brief survey of existing serials data systems. (Author/NH)

ED 061 955

LI 003 620

Vickery, Brian C. And Others

Classification in Science Information; A Comparative Study Undertaken by ASLIB for the International Council of Scientific Unions as a Contribution to the ICSU/UNESCO Study of the Feasibility of a World Science Information System (UNISIST).

Aslib, London (England).

Spons Agency—International Council of Scientific Unions, Paris (France).

Pub Date Jun 69

Note—121p.;(38 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, Bibliographies, Catalogs, *Classification, *Documentation, Indexes (Locators), Information Processing, Information Retrieval, Information Systems, *Standards, *Subject Index Terms, Surveys, *Thesauri

Identifiers—*Scientific and Technical Information, Secondary Services

The main objective of this comparative survey of the use of classification in science information is to explore the possibility of adopting a standard general classification in this field. Classification is defined as the grouping, division and/or sequencing according to meaning, of subject representations such as catalogue or index terms, descriptors, etc. Classification is used in "intermediate" documents (bibliographies, abstracts, indexes, etc.) to arrange entries in a meaningful sequence and to structure the relations between subject terms. Classificatory arrangements used in a number of secondary publications are compared with general classifications and with each other. Classificatory relations used in some major thesauri are also compared with general classifications and with each other. The general classifications differ from the intermediate documents with which they were compared in two ways: they lack some of the subject terms used by the documents, and differ in some of their classificatory relations (grouping, decision and sequencing). The overall picture is that, although classification schemes do not occur in all intermediate documents, the use of classificatory relations for both arrangement and thesauri information retrieval is widespread. (Author/NH)

ED 061 956 LI 003 621

An Overview of Worldwide Chemical Information Facilities and Resources; "A Precis." Prepared...for the Joint Study on the Communication of Scientific Information and on the Feasibility of a Worldwide Science Information System.

International Council of Scientific Unions, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France). Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ICSU-UNESCO-CSI-2-3
Pub Date 66

Note—16p.;(13 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chemistry, Computer Programs, *Electronic Data Processing, Information Centers, Information Processing, Information Retrieval, *Information Systems, Libraries
Identifiers—Primary Publications, *Scientific and Technical Information, Secondary Services

The first section of this precis summarizes the general nature of the present chemical information systems of the world. The discussion is presented in four parts: (1) the primary literature, (2) secondary sources and services, (3) libraries and information centers and (4) other elements categorized as informal communications. The second section presents material on advanced developments by discussing some facets of computer-assisted publication and presenting brief descriptions of four systems which use or will use computers in handling scientific information. Problems encountered by chemical information systems in trying to provide access to needed information to their users and some suggested solutions to these problems are discussed in the final section. (Author/NH)

ED 061 957 LI 003 622

Wright, G. H.
The Development of Herts.
Hatfield Polytechnic (England).

Pub Date 69

Note—17p.;(0 References); Occasional Papers 4
Available from—Hatfield Polytechnic, Hatfield, Herts, England

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Foreign Countries, Information Dissemination, Information Processing, *Information Retrieval, *Information Storage, *Information Systems, Library Services, Staff Utilization, Training, Use Studies

Identifiers—England, Herts, *Scientific and Technical Information

This paper, based on lectures given during a tour of Czechoslovakia, outlines how the county of Hertfordshire, England has endeavoured to meet its obligations to education, industry, commerce and professional personnel in the dissemination of scientific and technical information. During the first ten years of development, the program has ensured the full integration of the library into the educational program for each college served; and that the students have been

trained to understand their use and the exploitation of sources of information. Librarians were appointed to each college with special responsibility to develop these concepts. Other areas considered in this comprehensive view of the Herts Information Service include: personnel, personnel training, user needs, user training, bibliographical problems, liaison, and resources. (Author/NH)

ED 061 958 LI 003 623

Gilbert, John

New Code, Old Problems; A Critical Discussion of Some Aspects of the Anglo-American Cataloguing Rules (1967).

North East London Polytechnic (England). Library.

Pub Date 71

Note—30p.;(33 References); Occasional Paper 1
Available from—Library, North East London Polytechnic, Romford Road, London E15 4LZ, England

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cataloging, Codification, *Libraries, Library Standards, *Library Technical Processes

Identifiers—*Anglo American Cataloging Rules

There is a fairly large body of literature on the 1967 Anglo-American Cataloging Rules (AACR). Much of the adverse criticism which this literature contains is concerned with comparatively unimportant shortcomings of the code. This paper is a discussion of what the author considers to be some of the more serious defects. Several suggestions are made for improving the Code: (1) to avoid ambiguity, the rules in a catalog code must be based on a carefully controlled vocabulary; (2) a code should be based on stated principles; (3) rules for the selection of main entry headings should be more strictly adhered to; (4) inconsistency in rules determining the structure of main entries must be eliminated; and (5) a catalog code should be as brief as possible. The overall effectiveness of a code depends to a large extent on the effectiveness of its arrangement. The fact that the scope of some rules is not clear makes it difficult to assess the comprehensiveness of the AACR, but it is probably the most comprehensive code for author/title cataloging in existence. (Author/SJ)

ED 061 959 LI 003 624

Fasana, Paul J., Ed. Veener, Allen, Ed.

Collaborative Library Systems Development.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Oct 71

Note—244p.;(24 References)

Available from—M.I.T. Press, 50 Ames Street, Room 741, Cambridge, Mass. 02142

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Computers, Conference Reports, *Library Automation, *Library Networks, Library Technical Processes, *University Libraries

Identifiers—CLSD, *Collaborative Library Systems Development

In 1968 the National Science Foundation awarded a grant to support a project called Collaborative Library Systems Development (CLSD). Participants in the project were the libraries of the University of Chicago, Columbia University, and Stanford University. Two of the more important objectives of the CLSD Project were: 1) to test certain technical assumptions such as the feasibility of developing a mechanism to facilitate cooperative work, and the possibility of developing compatible and transferable automated library systems; and 2) to communicate the findings and experience of the project group to the general library community. Two invitational conferences were organized to report on the CLSD effort, the first at Stanford in 1968, and the second in New York in 1970. Approximately 100 people from large research libraries involved in automation attended these conferences. At each, the program was divided between papers describing CLSD project efforts and invited papers on topics of general interest. The reaction to both conferences was favorable. This volume contains all of the major papers presented at the New York Conference (Section I), a selection of the papers presented at the Stanford conference (Section II), and a paper describing and summarizing CLSD experience from 1968 through 1970. (Author)

ED 061 960

LI 003 625

Holt, Raymond M.

Periodicals for the Asking: A Plan for a Periodicals Network; A Survey Report of Five California Counties Made for the 49-99 Cooperative Library System.

Holt (Raymond M.) and Associates, Del Mar, Calif.

Spons Agency—Forty-nine Ninety-nine Cooperative Library System, Stockton, Calif.

Pub Date May 71

Note—92p.;(1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Library Collections, *Library Cooperation, *Library Networks, *Periodicals, Public Libraries, Serials, Special Libraries, University Libraries

The public, academic and special libraries of the five-county area centering on Stockton, California have established the need for improving access to periodicals. In an attempt to meet this need, (1) the periodical holdings of the participating libraries were interfiled and studied, and (2) policies and procedures concerning periodical selection, processing, use and retention were analyzed through a questionnaire. The study revealed that the combined periodical resources of the area are much richer than those of any one library or group of libraries. As a result, development of a cooperative periodicals network is proposed. The organization, technical processes and finances involved in such a network are discussed. (SJ)

ED 061 961

LI 003 626

Martin, Patrick A.

Library Services for the Handicapped in Maine; A State-of-the-Art Report.

Pub Date Jul 70

Note—122p.;(20 References); Research Paper Submitted to Faculty of Dept. of Library Science, Catholic Univ. of America, in Partial Fulfillment of the Requirements for Degree of Master of Science in Library Science

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Handicapped, Libraries, *Library Programs, *Library Services, Physically Handicapped, Visually Handicapped

Identifiers—*Maine

The purpose of this state-of-the-art report is to describe how handicapped readers in Maine receive their special library services as part of the national network. Handicapped readers are defined as those persons who are unable to read conventional print or handle conventionally printed materials because of some visual or physical impairment. The first part of the report, examining Maine's handicapped reader population itself, discusses the actual participants in the program, and describes the state's efforts to spread the special library services to more eligible handicapped persons who are not yet using them. Part two of the report examines Maine's agencies participating in the program of providing special library services for handicapped readers. Looking to the future, the final chapter recommends the continuation and development of library services for the handicapped, and suggests the use of bookmobiles and telephone hook-ups between the handicapped and the libraries. (Author/SJ)

ED 061 962

LI 003 627

Wellisch, Hans, Ed. Wilson, Thomas D., Ed.

Subject Retrieval in the Seventies; New Directions. Proceedings of an International Symposium Held at the Center of Adult Education, University of Maryland, College Park, May 14 to 15, 1971.

Maryland Univ., College Park. School of Library and Information Services.

Pub Date 72

Note—185p.;(193 References); Contributions in Librarianship and Information Science 3
Available from—Greenwood Press, 51 Riverside Avenue, Westport, Conn. 06880 (\$13.00)
Document Not Available from EDRS.

Descriptors—Automatic Indexing, Classification, Conference Reports, *Information Retrieval, *Programming Languages, *Subject Index Terms, Symposia, Thesauri

Identifiers—*Universal Decimal Classification

The papers presented at a symposium on subject retrieval held at the University of Maryland in May 1971 are contained in this proceedings volume. The titles of the speeches are as follows: (1) Subject retrieval in the seventies - methods,

problems, prospects; (2) Recent research trends in the field of information retrieval languages; (3) A general model for indexing languages: the basis for compatibility and integration; (4) The work of the British classification research group; (5) Thesaurifacets -- a new concept in subject retrieval schemes; (6) The PRECIS system for computer-generated indexes and its use in the British National Bibliography; (7) The Universal Decimal Classification as an international switching language; (8) The UDC in mechanized subject information; and (9) Library of Congress subject headings -- review and forecast. An edited version of the panel discussion, the list of symposium participants and a listing of the retrieval systems used by the participants are included. (SJ)

ED 061 963

LI 003 633

Trimo, Soejono

The Education and Training of Indonesian Librarians: Problems and Prospects.

Institute of Teachers' Training and Educational Sciences, Bandung (Indonesia).

Pub Date Jul 70

Note--34p.;(13 References); Paper presented at Conference of South East Asian Librarians, Singapore, August 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Conference Reports, Developing Nations, *Foreign Countries, *Librarians, Libraries, *Library Education, Library Schools, Library Technicians, *Public Libraries, *Training

Identifiers--*Indonesia

The education and training of Indonesian librarians is presented in the context of the Indonesian society; specifically, the relation with the educational aspects and programs of the nation. Only after these aspects are understood can well-balanced educational programs for the training of librarians be set up. It is shown that while there are demands for trained library personnel and professional librarians to support and enhance the national educational programs, the librarians' training centers are inadequate to meet those demands. Steps which could be taken to help solve these problems are suggested. (Author/NH)

ED 061 964

LI 003 634

The Plan of the Establishment of an Academy of Library Science in Bandung.

Institute of Teachers' Training and Educational Sciences, Bandung (Indonesia).

Pub Date Jun 70

Note--12p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Curriculum, *Foreign Countries, *Library Education, *Library Science, *Library Technicians, *Training

Identifiers--*Indonesia

A plan to build an Academy of Library Science to start in 1971 is proposed by the Bureau of the Library of I.K.I.P. (Institute of Teachers' Training and Educational Science). The complete plan is outlined including: the basic considerations, the purposes and educational requirements of the students, the name and status of the institution, the curriculum, expenses, teaching staff, and the materials required. (Author/NH)

ED 061 965

LI 003 635

Pomahac, G., Ed. Richeson, M., Ed. Publishing in Canada: Proceedings of the Institute on Publishing in Canada, June 27-30, 1971.

Alberta Univ., Edmonton. School of Library Science.

Pub Date 72

Note--98p.;(19 References)

Available from--School of Library Science, University of Alberta, Edmonton, Alberta, T6G 2E1, Canada (HC \$2.00 Canadian funds)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors--Authors, Books, Conference Reports, *Copyrights, *Foreign Countries, *Librarians, Marketing, *Publishing Industry

Identifiers--*Canada, Cataloging in Source

The purpose of the Institute was to establish a dialogue between the people concerned with the fate of the publishing industry and those directly involved in it. Papers by eleven Canadians prominent in publishing and literature are presented to an audience made up of librarians, booksellers, government officials, educators, publishers and students. The subjects discussed

are: trade publishing in Canada, editing, design and production, copyright, marketing, author-publisher relations and the future of publishing in Canada. The discussion resume and closing remarks are followed by a list of the participants. (Author/NH)

ED 061 966

LI 003 636

Council on Library Resources; 15th Annual Report for the Year Ending June 30, 1971.

Council on Library Resources, Inc., Washington, D.C.

Pub Date 71

Note--45p.;(17 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Administration, Annual Reports, College Libraries, International Programs, Librarians, Libraries, *Library Associations, Library Automation, Library Materials, Library Programs, Library Services, National Programs, Preservation

Identifiers--*Council on Library Resources

During the fiscal year covered by this report, the Council allocated \$1,401,982 for the support of 32 new projects and continued or completed work on a number of others. In the area of administration and management, the Council is continuing the long-range program designed to help libraries make maximum use of available resources. Since 1968 the Council has been engaged in programs devoted to attracting and keeping young people of high ability in the library profession by providing them with sufficient rewards. Some essential first steps are being taken toward the idealized situation in which all major libraries are linked providing one universal library to serve all readers. The limited funds available to the Council for the support of library automation activities will be given to only a few of the most promising projects. The Council has been concentrating its efforts in the microform arena on consulting services to libraries and related institutions and on the development of microform catalog applications. The problems of library material preservation has been a concern of the Council since its inception. The Council's concern with college library programs and international library affairs are also discussed. The report is ended with the financial statements. (Author/NH)

ED 061 967

LI 003 637

Gunselman, Marshall, Ed.

What Are We Learning About Learning Centers?

Oklahoma Christian Coll., Oklahoma City.

Spons Agency--Esso Education Foundation.

Pub Date 71

Note--203p.;(4 References)

Available from--Oklahoma Christian College, R 1, Box 141, Oklahoma City, Okla. 73111 (HC \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors--Building Design, Conference Reports, *Educational Resources, *Educational Technology, Estimated Costs, Evaluation, *Higher Education, Individualized Instruction, Instructional Media, *Learning Laboratories

Identifiers--*Learning Centers

On March 3, 1971, a symposium was held at Oklahoma Christian College in order to discuss learning centers at the higher education level. For the purposes of the symposium, a learning center was defined as: (1) having a variety of audio and visual learning paths; (2) containing both print and nonprint resources; (3) affording opportunity for independent learning through audio and visual experiences; and (4) being integrated into the total curriculum. The topics of discussion contained in this volume are: (1) The learning center in the '70's; (2) Is the learning center concept valid for education in the '70's; (3) What corporate donors expect of education in the '70's; (4) Integrating learning centers into the total school; (5) Evaluating learning center programs; (6) Building design for learning centers; (7) Preparing materials for learning centers; (8) Equipping learning centers; and (9) Determining cost of learning centers. Included are status reports of existing learning centers at nine colleges, junior colleges and universities. Learning centers with the goal of personalized instruction are seen as an important aspect of education in the future. (Document previously presented in RIE as ED 053 536.) (SJ)

ED 061 968

LI 003 638

Ostrom, T. M. And Others

Information and Attitudes: The Effects of Repetition and Amount of Information.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency--National Science Foundation, Washington, D.C.

Report No--OSU-CISRC-TR-72-5

Pub Date Apr 72

Note--42p.;(40 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Attitudes, *Changing Attitudes, Experiments, Information Theory, *Information Utilization, *Research

This pair of papers share the focus of determining how differential exposure to information influences attitude formation and change. The first paper deals with the question of how differing amounts of information (set size) affect attitude formation. Set size effects in impression formation have not been obtained when examined in between-subjects design formats. This methodological difference has theoretical implications for interpreting the set size effect. Employing six set sizes, the between-subjects effect was obtained as predicted by both reference scale and information integration interpretations. A second experiment requiring judgement of 28 stimulus persons tested contrary predictions of the two explanations regarding the differences between earlier and later trials in the series. Supporting the reference scale interpretation, between-subjects set size effects diminished over trials. The second study looks at repetition effects. Repetition was predicted to increase positive reactions when highly similar messages were used. Advertisements were used as the stimulus message. Five similar ads were sequentially presented and attitude was measured by a cognitive response analysis of the thoughts recorded by subjects while attending to the message. In support of the hypothesis, a positive relationship was found between number of presentations and attitude. (Author/SJ)

ED 061 969

LI 003 639

Price, Douglas S.

Real Costs for Information Managers.

Pub Date 72

Note--25p.;(0 References); Keynote Address, National Library Week Symposium III, April 20-21, 1972, Minneapolis, Minn., sponsored by the Minnesota Chapters of Special Libraries Assoc., American Society for Information Science

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Cost Effectiveness, *Costs, *Information Systems, *Management, Speeches, Unit Costs

Identifiers--*Building Block Cost Analysis

Management of an information function requires detailed knowledge of what is being spent, how it is spent, and what is received in return for the money. Simply knowing whether a profit has been made or a loss suffered, and even knowing how expenditures were distributed, is not enough information for management. Building block cost analysis is designed to provide the information system manager with precisely the information he needs to manage. This theory is based upon two premises. First, the most effective display of information systems costs is in terms of unit costs. One production count, however, is not a useful measure of an entire information system. The system must be broken down into subunits which can be unit costed, and then added together for the total cost. Second, unit costs are meaningful only in a framework which includes all costs of the system. The example used to illustrate building block cost analysis is an information activity which collects a series of reports, prepares surrogates, enters them into a computer system, and produces a monthly abstract journal. (Author/SJ)

ED 061 970

LI 003 640

Background for the Cost Analysis of the Order & Standard Loan Library Operations.

California Univ., Santa Barbara. Library Systems Development Program.

Report No--LSD-70-60

Pub Date 18 Dec 70

Note--28p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Library Acquisition, *Library Circulation, Library Networks, Personnel, *University Libraries, Working Hours

Identifiers—*University of California Santa Barbara

This document presents the procedures to be followed by all personnel participating in the cost study of the order and standard loan functions of the University of California libraries which began on January 11, 1971. The tasks and quantities to be measured are defined. (Other documents on this program are: LI 003641 and 003642.) (Author)

ED 061 971 LI 003 641

Library System Definition; Functions & Interfaces.

California Univ., Santa Barbara. Library Systems Development Program.

Report No.—LSD-71-5

Pub Date Jan 71

Note—29p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Definitions, *Library Networks, Library Services, *University Libraries

Identifiers—*University of California Santa Barbara

Functional definitions of all work performed by the University of California (UC) libraries is presented. The work of the total system has been divided into 21 major functional areas called subsystems and these have been further subdivided into 71 more specific functional segments called modules. Existing organizational structure of the UC libraries varies greatly and the functional definitions are independent of these variations. Similarly, each segment of the system is defined to deal with all types of library materials so that the definitions are independent of material categories. Finally, the definitions were developed with a minimum emphasis on current manual or possible future mechanized means for performing the functions. (Other documents on this program are: LI 003640 and 003642.) (Author)

ED 061 972 LI 003 642

Conceptual Replaceability Analysis for Order and Standard Loan Tasks.

California Univ., Santa Barbara. Library Systems Development Program.

Report No.—LSD-71-17

Pub Date 5 Feb 71

Note—60p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Electronic Data Processing, *Library Automation, *Library Technical Processes, *Systems Analysis, *Systems Development

Identifiers—*University of California Santa Barbara

Very preliminary systems concepts are presented for the Order and Standard Loan Subsystems. Each of the tasks defined for the current manual operations in (Library Systems Development) LSD 70-60 are evaluated against these concepts to determine how existing work will change when mechanized systems are installed. Then, utilizing this qualitative assessment, estimates are made of the percentages of the existing work which would be replaced by machine operations. Ranges of replaceability estimates are presented for both MAIN and SECONDARY operations. (Other documents on this program are: LI 003640 and 003641.) (Author)

ED 061 973 LI 003 643

Hagerty, Katherine

Abstracts as a Basis for Relevance Judgment.

Chicago Univ., Ill. Graduate Library School.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—WP-380-5

Pub Date Feb 67

Note—36p.;(39 References); Studies in Indexing Depth and Retrieval Effectiveness

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Experimental Programs, *Indexing, *Information Processing, Information Retrieval, *Information Seeking, Information Systems, *Relevance (Information Retrieval)

The purpose of the study was to determine how many questions judged relevant to an article are also judged relevant using different length representations of the article, and how this pro-

portion changes as the length of the representation changes. Several persons made relevance judgments for each of a set of articles to each of a set of questions. For each article several different length representations, titles and abstracts, were used as the basis for relevance judgments. The study showed that the title alone was quite effective in making relevance judgments and that even with a 300 word abstract, this effectiveness in terms of recall and precision, was not doubled. However, the use of an abstract did increase the recall and precision, but the results of the study do not suggest an optimal abstract length. (Author/NH)

ED 061 974 LI 003 644

The Public's Attitude Toward Public Library Services in Essex County, New Jersey; A Research Study Conducted for the Essex County Library Directors Group Public Relations Committee.

Market Dynamics, Inc., Princeton, N.J.

Spons Agency—New Jersey State Library, Trenton.

Pub Date Jun 69

Note—122p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Attitudes, *Evaluation, *Library Services, *Public Libraries, Surveys, *Use Studies

Identifiers—*New Jersey

In order to structure an effective campaign aimed at increasing the usage of the public libraries in Essex County, New Jersey, this research project was undertaken to determine the consumer attitudes toward various aspects of public library services. These aspects include: extent of public library usage; awareness of library services offered, library services used, suggestions for improvement of library services, evaluation of library facilities, and profile of the library user. Cost considerations made it necessary to conduct the study mainly by telephone using controls to minimize the bias resulting from homes without telephone listings. The questions answered by this survey include: (1) Who uses the library?; (2) Whom does the public think the library is set up to serve?; (3) What do users think of library services?; (4) Why don't people use the library?; (5) How does the library function relative to children?; (6) Why do people use the library?; and (7) How can potential library users be reached? The detailed findings are followed by an extensive tabular report. The appendix contains the questionnaire used and instructions given to the interviews. (Author/NH)

ED 061 975 LI 003 645

Shoffner, Ralph M., Ed. Cunningham, Jay L., Ed.

The Organization and Search of Bibliographic Records: Component Studies. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1083

Pub Date Sep 71

Grant—OEG-1-7-071083-5068

Note—317p.;(32 References)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Bibliographic Citations, Indexing, *Information Retrieval, *Information Storage, *Information Systems, *On Line Systems, Program Design, Search Strategies

Identifiers—Berkeley, *University of California

Contained in this report are the results of the second phase (July, 1968 - June, 1970) of the File Organization Project, directed toward the development of a facility in which the many issues relating to the organization and search of bibliographic records in on-line computer environments could be studied. The papers in this volume deal specifically with issues and problems of organizing and accessing large bibliographic files, and are entitled: (1) An analysis of the search problem in files of object descriptions; (2) The assignment of index terms; (3) Design of file structures for on-line bibliographic control systems; (4) The analysis of bibliographic structures, using indexed sequential organization; (5) First-stage model of the economic effects of incorporating a data compression system into an on-line direct-access storage and retrieval system; (6) Implementation of bibliographic record compression; (7) Specification for format translation of the Santa Cruz file; (8) CRUNCH: the Santa Cruz file translation system; (9) Prospects for au-

tomatic field recognition; and (10) Translation from ILR processing format to MARC II communications format. [Related documents are LI 003610, LI 003611 and LI 003646 through LI 003648.] (Author/SJ)

ED 061 976 52 LI 003 646

Silver, Steven S.

FMS: A Format Manipulation System for Automatic Production of Natural Language Documents, Second Edition. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1083

Pub Date Sep 71

Grant—OEG-1-7-071083-5068

Note—46p.;(7 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Character Recognition, *Electronic Data Processing, *Information Processing, *Machine Translation, Manuals, *Programming Languages

Identifiers—Berkeley, FMS, Format Manipulation System, *University of California

FMS is a system for producing hard copy documentation at high speed from free format text and command input. The system was originally written in assembler language for a 12K IBM 360 model 20 using a high speed 1403 printer with the UCS-TN chain option (upper and lower case). Input was from an IBM 2560 Multifunction Card Machine. The model 20 version has been superseded by a revised implementation operational on all other models of the IBM System/360. Increased speed is gained by restricting performance to text formatting only, eliminating editing and text scanning functions, such as spelling checking, index generation, etc. This document serves as language specifications and users manual and was completely generated by FMS. It contains an introduction to the system, including the implementation and project history; a chapter on using FMS; an FMS beginners cookbook, and an explanation of Model 20 tape file management. [Related documents are LI 003610, LI 003611, LI 003645, LI 003647 and LI 003648.] (Author/SJ)

ED 061 977 52 LI 003 647

Silver, Steven S.

INTX: Interactive Assembler Language Interpreter Users' Manual; Preliminary Programming Manual and Version II Extensions. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1083

Pub Date Sep 71

Grant—OEG-1-7-071083-5068

Note—34p.;(8 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, *Electronic Data Processing, *Information Processing, Manuals, *On Line Systems, *Programming Languages

Identifiers—Berkeley, *University of California

INTX is an interactive programming and debugging system operating under UCLA's URSA interactive console system. Although originally designed as a debugging aid for interactive processor development, the addition of an on-line Assembler makes it a programming system in its own right. INTX operates only on the Computer Communications 301 graphics display device making use of automatic update and cursor positioning facilities. There are three major divisions in the system: (1) Command analysis and initialization, (2) Assembler-loader and (3) Interpreter - disassembler. The Command module displays an initial screen describing functions available, current level of development, and supervises the operation of all other components of the system. The Assembler is a subset of Basic Assembler Language with extended branch mnemonics which accepts standard assembly language and the EQU pseudo operation. The Interpreter module is designed to execute any System/360 instruction except the SVC. Any instruction that could be successfully executed by a program running in problem state is supported. [Related documents are LI 003610, LI 003611, LI 003645, LI 003646 and LI 003648.] (Author/SJ)

ED 061 978 52 LI 003 648

Aiyer, Arjun K.

The CIMARON System: Modular Programs for the Organization and Search of Large Files. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1083

Pub Date Sep 71

Grant—OEG-1-7-071083-2068

Note—60p. (6 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographic Citations, Computer Programs, *Electronic Data Processing, *Information Retrieval, On Line Systems, *Search Strategies

Identifiers—Berkeley, *University of California

The File Organization Project has made available a set of programs which are designed to operate on large files of machine readable bibliographic records. These programs are designed as an instrument for understanding and refining the techniques of bibliographic search. This document discusses four aspects of the system: (1) The retrieval program, CIMARON, is an on-line, interactive system with two complementary modes of operation—searching and browsing; (2) CIMARON2 terminal operator's guide is a step by step use of the system through an on-line computer terminal; (3) The BROWSER2 terminal operator's guide describes a program which is an independent routine used to scan currently stored index files, to save index terms temporarily, and to obtain hard copy of the displayed terms; and (4) A user's guide to file building. [Related documents are LI 003610, LI 003611, and LI 003645 through LI 003647.] (Author/SJ)

ED 061 979 24 LI 003 649

Bracken, Paula

OTIS Basic Index Access System (OBIAS); A System for Retrieval of Information From the ERIC and CIJE Data Bases Utilizing a Direct Access Inverted Index of Descriptors and a Reformatted Direct Access ERIC-CIJE File.

Oregon Total Information System, Eugene.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No—Project-0-0764

Pub Date Jan 72

Note—18p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Data Bases, Dial Access Information Systems, Electronic Data Processing, *Information Retrieval, *Information Systems, *Search Strategies

Identifiers—CIJE Data Base, *ERIC Data Base, OBIAS, OTIS Basic Index Access System

The OTIS Basic Index Access System (OBIAS) for searching the ERIC data base is described. This system offers two advantages over the previous system. First, search time has been halved, reducing the cost per search to an estimated \$10 on a batch basis. Second, the "OTIS ERIC Descriptor Catalog" which contains all descriptors used in the ERIC records is updated each quarter. This frequency of updating guarantees a high level of descriptor current awareness. The OBIAS search system is limited to searching against descriptors, published and unpublished, in the current file, thus, history file searches (1968 or before) must be searched with the earlier system. The OBIAS description includes: an overview of the system, system procedures, program documentation, machine configuration, comments and alternatives to the basic system, an example of the search card for OBIAS and statistics of run times. (Author/NH)

ED 061 980 LI 003 650

Lazorick, Gerald J.

Demand Models for Books in Library Circulation Systems. Final Report.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Jul 70

Note—233p. (48 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Books, *Library Automation, *Library Circulation, Library Materials, *Mathematical Models, *Operations Research. This research is a study of demands for books in library circulation systems. Demand data for

random samples of books were collected and fitted to various standard distributions. The numbers of demands for collections of books are shown to be Negative Binomially distributed. As is shown, this implies that the numbers of demands for individual books in the collection are Poisson distributed and that the demand rate varies from book to book according to a Gamma distribution. Using these facts and assuming Exponentially distributed loan intervals, a model is developed which will predict the availability and unavailability of a book in a library. The practicality of using the model is demonstrated. (Author)

ED 061 981 LI 003 652

Davis, Donald G., Jr.

The American Medical Association and the American Library Association; A Study of Developing Organizational Structure.

Pub Date May 69

Note—62p. (100 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Librarians, *Library Associations, *Medical Associations, *Organization, Physicians, *Professional Associations

Identifiers—American Library Association, American Medical Association

The American Medical Association and the American Library Association are comparatively studied in this essay which emphasizes organizational structure. The chief characteristics of professional associations are briefly reviewed and the three primary problem areas relating to organizational structure—participation of the membership, role of the leadership, and segmentation of the profession—are closely examined. The historical development of the associations' organizational structures is traced and their current structures are described in some detail. Several selective features of the two associations which give insight into their operation are analyzed and the responses to the three problem areas are discussed. The study results indicate the following: American Medical Association has been a medium through which the goals of the profession have been voiced. These goals have shaped the organizational structure which has enabled the profession to deal successfully with the three problem areas discussed. On the other hand, the American Library Association has not focused on clearly defined goals and the organizational structure has not encouraged concerted action toward professional objectives. The three problems areas have been met with varying success. (Author/NH)

ED 061 982 LI 003 653

Weiner, Betty H.

Special Libraries: Planning and Operation; Preliminary Draft.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date Sep 71

Note—34p. (13 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgets, Cataloging, Library Acquisition, Library Circulation, *Library Planning, Library Services, Reference Materials, *Special Libraries

An attempt is made in this report to combine a pragmatic how-to-do-it approach with suggestions for applying system analysis techniques for planning and operating a small special library or information center. A special library is defined as a library in a commercial, industrial, governmental or non-profit organization such as research institutions, banks, advertising firms or manufacturing companies, etc. These information facilities generally are small (100 to 10,000 volumes), so manual rather than automated procedures are discussed. In considerations for expansion, however, the ease of convertibility to automation is taken into account. Discussed in relation to establishing a special library are: (1) preplanning techniques, (2) interior design, (3) physical inventory, (4) organization of the collection, (5) cataloging, (6) basic reference collection, (7) ordering procedures, (8) circulation, (9) budget, and (10) services to users. (Author/SJ)

ED 061 983 LI 003 654

Library Futures; Summary & Evaluation 1968-1971.

Library Futures, New York, N.Y.

Spons Agency—New York State Education Dept., Albany. Div. of Higher Education.

Pub Date 71

Note—45p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, College Students, Inservice Programs, *Librarians, *Library Education, *Library Programs, Occupational Guidance, Public Libraries, *Recruitment, Workshops

Identifiers—*New York State

When it appeared that the public library system might become the agents for sponsoring official library recruitment projects, three such projects were started in New York State. The emphasis of these projects was on personal contact recruiting and summer cadet programs which permitted practical experience in library situations. The project, Library Futures which is the subject of this paper, was the largest of the three projects in terms of area population, college and school coverage, budget and total number of cadets each year. The Library Futures' programs discussed include: the cadet program; career information; college, university and school, and conferences and conventions. That the project did stimulate interest in careers in the library profession is indicated by the number of students who are pursuing a library career as a result of their contact with Library Futures. Highlights of particular areas where change should be considered if there is ever to be a similar program at a future date are given. (Author/NH)

ED 061 984 LI 003 655

Primer for Media Resources Librarians.

National Medical Audiovisual Center of the National Library of Medicine, Atlanta, Ga.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Mar 72

Note—21p. (9 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Film Libraries, Guides, *Librarians, Library Planning, Library Technical Processes, Management, *Medical Libraries, Medical Schools, *Resource Centers, *Resource Materials, School Libraries, University Libraries

Identifiers—*Nonbook Materials

Basic instructions (suggestions) are provided to help the initiate establish a resource center. The primer begins with some considerations in organizing a media resource collection which includes a brief discussion of the three basic types of media resource programs: reference only, limited acquisition, and permanent collections. This is followed by a brief examination of the factors upon which the type and scope of the program are dependent, including: need/interest, materials on hand, equipment on hand, availability of materials, budget, space, and staff. The instructions end with suggestions for locating materials and for cataloging and indexing the materials. Although this is specifically written for a medical resource center, the general suggestions could be applied to other types of film libraries. (NH)

ED 061 985 LI 003 656

Cataloging Non-Print at NMAC; A Guide for the Medical Librarian.

National Medical Audiovisual Center of the National Library of Medicine, Atlanta, Ga.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Mar 72

Note—36p. (1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Cataloging, *Film Libraries, Guides, *Library Technical Processes, *Medical Libraries, Resource Centers

Identifiers—*Nonbook Materials

Cataloging audiovisual materials consists of compiling descriptive information which best describes the content and substance of the audiovisual (AV). Since the physical nature of AV's makes it necessary to limit access to them, the catalog entry should contain information which will reduce to a minimum the occasions when the handling of the AV is necessary. The rules for cataloging nonprint media take account of certain attributes of the materials and of the conditions under which they are generally catalogued and used. These rules are designed for the treatment of nontheatrical AV's of the most common kinds. This guide follows the standard library cataloging practices as far as they are applicable to the cataloging of AV's. The "Anglo-American

Cataloging Rules" have been expanded and modified when necessary in order to include all elements required for thorough cataloging of non-book materials. These rules can be adapted for cataloging special types of AV's and aggregations of AV's assembled for special purposes. (Author/NH)

ED 061 986 LI 003 657

Whyte, Jean P., Ed.

Progress and Poverty; Library Association of Australia Proceedings of the Biennial Conference (16th, Sydney, August 1971).

Library Association of Australia, Sydney.

Pub Date 72

Note—790p.;(500 References)

Available from—Library Association of Australia, 32 Belvoir St., Surry Hills, New South Wales (Australia) (Aust. \$15.00, Members - Aust. \$12.00)

Document Not Available from EDRS.

Descriptors—Archives, College Libraries, Conference Reports, *Foreign Countries, Law Libraries, *Library Associations, Library Automation, Public Libraries, School Libraries, Special Libraries, University Libraries

Identifiers—*Australia, Library Association of Australia

The complete program for this four-day conference is included in this proceedings. The papers are grouped into the following major sections: Official Opening, Greetings from American Library Association, Presidential Address, Plenary Papers, General Papers, Archives Section Papers, Public Libraries Section Papers, Children's Libraries Section Papers, School Libraries Section Papers, University and College Libraries Section Papers, Special Libraries Section Papers, Law Group Papers, and Automation Group Papers. An author index is included to provide easier access to specific papers. (Author/NH)

ED 061 987 LI 003 658

Greaves, Monica A.

Librarianship: A Faceted Classification Scheme as a Teaching Aid.

Ibadan Univ. (Nigeria). Inst. of Librarianship.

Pub Date 70

Note—19p.;(0 References);Occasional Paper 3

Available from—University Bookshop, University of Ibadan, Ibadan, Nigeria (7/-Nigerian)

Document Not Available from EDRS.

Descriptors—Cataloging, *Classification, Foreign Countries, *Information Retrieval, Instructional Aids, Library Collections, *Library Education, *Library Technical Processes

Identifiers—*Ibadan Institute of Librarianship

Presented is a guide to the faceted classification scheme of the library collection at the Institute of Librarianship of the University of Ibadan. The collection covers librarianship in many countries as well as a number of marginal subjects, and is accumulated with specific regard to the Institute's courses. The scheme is small, and in its function as a teaching aid, it serves as a simple tool by which students may learn general methods of library technical processes, which may later be applied to particular situations. (SJ)

ED 061 988 LI 003 659

Guinyard, Allene J.

Where the Books Are: English.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—18p.;(0 References); Authorized Course of

Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *Course Descriptions, Course Objectives, Instructional Materials Centers, *Language Arts, Libraries, *Library Instruction, *Library Skills

Identifiers—*Quinmester Program

The Dade County, Florida public school system prepared this description of a course which is designed to provide students the opportunity to acquire competencies in the utilization of various resources of the library, including the card catalog, periodical indexes, reference materials and audiovisual resources. The course exposes the student to the location skills which are necessary to aid him in becoming a competent user of the media center and its varied resources. Emphasis is on training students to find the information they need. The content of the course is presented in a workshop-type atmosphere in which the student practices library skills in his own program of study. The range of suggested

subject matter relates to the material most frequently included in language arts textbooks on library skills. The degree of specificity lends itself to being taught by a classroom teacher with the school librarian or media specialist serving as a resource person. A list of applicable resources for various grade levels is included. (Author/SJ)

ED 061 989 LI 003 660

Intergovernmental Copyright Committee (Eleventh Session, Geneva, November 1971). Report.

Intergovernmental Copyright Committee, Paris (France).

Report No—IGC-XI-14

Pub Date 14 Jan 72

Note—19p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Satellites, *Computers, Conference Reports, *Copyrights, *International Organizations, Laws, *Reprography

The eleventh session of the Intergovernmental Copyright Committee was held from November 3-5, 1971. This document reports on the agenda of that meeting which included the following topics: (1) report from the Conference for Revision of the Universal Copyright Convention (July 5-24, 1971); (2) photocopying of copyright works; (3) problems arising from the use of computers and other technological equipment; (4) report on the development of the International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations; (5) transmission via space satellites; (6) protection of phonograms; (7) assistance to states in developing their national copyright laws; and (8) a report on recommendations adopted by international organizations in the field of copyright, or likely to have repercussions on copyright. A list of participants and observers is appended. (SJ)

ED 061 990 LI 003 661

Lamy-Rousseau, Francoise

Easy Method for Inventory-Taking and Classification of Audio-Visual Material. First Edition, Revised.

Pub Date 72

Note—181p.;(169 References)

Available from—M. F. Rousseau, 187 rue Brail, Longueuil, Quebec, Canada (\$8.50 prepaid)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Cataloging, *Codification, Facility Inventory, Indexes (Locators), Library Technical Processes

Identifiers—Alphanumeric Code

The alphanumeric code is a system put forward with the hope that it will bring uniformity in methods of inventory-taking and describing all sorts of audio-visual material which can be used in either French or English. The alphanumeric code classifies audio-visual materials in such a way as to indicate the exact nature of the media, the format, the year the document was edited, and the color if any. The classification systems actually in use regroup all documents by subjects. The alphanumeric code can be added by combining it with either of the following: (1) key words assembled on cards in alphabetical order in the same manner as subject-headings are traditionally classified; (2) key words assembled on periodical and cumulative lists with the help of a computer and (3) traditional classification systems such as Dewey Decimal, Library of Congress and the Universal Decimal Classification. The code can also be easily combined with the Uniterm Indexing System. (Author/SJ)

ED 061 991 LI 003 662

Ward, Joe H., Jr. And Others

The Educational Catalyst: An Imperative for Today.

Phi Delta Kappa, Bloomington, Ind.

Pub Date Jul 71

Note—53p.;(51 References); Occasional Paper 10

Available from—Research Service Center, Phi Delta Kappa, International Headquarters Bldg., Eighth & Union, Bloomington, Indiana 47401 (HC \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Change Agents, *Educational Improvement, *Educational Innovation, *Educational Research, Information Dissemination

Identifiers—*Educational Catalyst Organization

This paper describes a method for accelerating educational improvements nation-wide through the activities of one or more catalyst organiza-

tions, which would stimulate interaction between educational systems personnel and promising new ideas. It highlights measures to correct present shortcomings, which exist because there is no strong linkage between the educational researcher and the practitioner. The paper discusses the nature of an educational system, the reasons why innovations in this field frequently fail, the necessary components of an educational catalyst organization, and the various activities which can be projected for such an organization. It synthesizes findings on change and innovation to posit guidelines for training, for personnel management, and for support functions within a catalyst organization, and it urges assumption of the catalyst role by the extant Regional Laboratories or some other innovative structure. The paper acknowledges that much research has been done in this general substantive area, but indicates that little specific action has been taken as a result. It thus recommends that such action be taken at this time. (Author)

ED 061 992 LI 003 663

Computing in Higher Education 1971: Successes and Prospects; Proceedings of the EDUCOM 1971 Fall Council Meeting and Conference (Ohio College Library Center, The Ohio State Univ., Columbus, Ohio, October 14, 15, 16, 1971).

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 72

Note—127p.;(26 References)

Available from—EDUCOM, P.O. Box 364, Princeton, New Jersey 08540. (\$5.00 members, \$6.00 non-members)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Libraries, Colleges, *Computer Assisted Instruction, Computer Programs, *Computers, *Computer Science, Conference Reports, *Higher Education, Library Automation, Library Networks, Universities, University Libraries

The seventh annual Interuniversity Communications (EDUCOM) Council Meeting and Conference was designed as a forum at which some of the successful applications of computing to higher education could be examined and discussed. Particular attention was given to those applications which seemed to have wide applicability, and to those which might be useful at smaller colleges which have not had the resources to conduct their own experiments with computer applications. Four panel presentations followed by the opportunity for small group discussions of the issues raised during the panel presentations was the format for the conference. The panel topics were: recent advances in the state of computer technology, computer systems for university planning, successful computing systems in instruction, and successful applications of computer technology to reducing costs and increasing the services of libraries. This proceedings is composed of a collection of the panel presentations which have been edited by the speakers. The conference program and participants are included as supplements. (Author/NH)

ED 061 993 LI 003 664

Proceedings, Annual Meeting, Western Canada Chapter, American Society for Information Science (Third, Banff School of Fine Arts, October 3,4,5, 1971).

American Society for Information Science. Western Canada Chapter.; Calgary Univ. (Alberta).

Pub Date Oct 71

Note—142p.;(84 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annual Reports, Automation, *Computer Science, *Information Processing, Information Retrieval, *Information Science, *Information Scientists, Information Services, Information Systems, Meetings

Identifiers—American Society for Information Science, *Canada

The proceedings contain papers given by the members of the chapter who come from both the University and Business environments. Some operational indexing, bibliographic, SDI and Retrospective Search Systems which include CAN/SDI, Compendex, TEXT-PAC, SIS II & III, KWOC and FAMULUS are discussed. Also included are papers on two projects conducted by the Computing Science department of the University of Alberta; the one project is an on-

line thesaurus and the second an Information Retrieval Laboratory. Other papers are about the computerized circulation system at the University of Calgary's library, the Marc project at the University of Saskatchewan and the problems of design and coding questionnaires. (Author)

ED 061 994 LI 003 665
The Fourth Revolution; Instructional Technology in Higher Education.

Carnegie Commission on Higher Education, Berkeley, Calif.
Pub Date Jun 72

Note—112p. (45 References); A report and recommendations by the Carnegie Commission on Higher Education

Available from—McGraw Hill Book Company, Hightstown, New Jersey 08520 (\$1.95)
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communications, *Data Processing, *Higher Education, *Instructional Technology, *Technology, Televised Instruction

The technology of communications and data processing that has had a profound impact on American Society generally in recent decades promises to have powerful influences on higher education as well. What these influences may be and what steps should be taken to assure that the benefits of instructional technology will be realized in an orderly and reasonably prompt manner are the concerns of this report. The utilization of technology for administrative and research tasks in higher learning is acknowledged but the emphasis is on its role in instruction. This report also makes a distinction between instruction that is designed for a formal teaching-learning situation, and the more general information that may result from informal exposure to information and ideas. Thus, this report is only incidentally concerned with the informal educational potentials of television, while it is very much concerned with the uses of television for instruction. Particular emphasis is given to the direction of new effort that is required if the full advantages of technology in higher education are to be realized. The findings and recommendations are a blend of suggestions and practice which are considered to have the greatest merit as part of a coherent policy. (Author/NH)

ED 061 995 LI 003 666

Foskett, D. J.
Special Libraries.

Pub Date 72

Note—16p. (6 References); Paper prepared for presentation at the International Conference on Librarianship held in Kingston, Jamaica, 1972 April 23-29

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Automation, *Definitions, *Information Dissemination, Information Needs, Information Retrieval, *Information Services, Library Services, *Search Strategies, *Special Libraries, Speeches

The Special Library is distinguished from other libraries as being a library serving a particular group of readers, who have an existence as a group outside of their readership of the library, and whose members direct at least some of their activities towards a common purpose. Thus, the special librarian's first and major responsibility is to know just what are the purposes of the organization he serves. The special librarian must be more interested in giving information services than in collecting and preserving books for posterity. The bulk of this speech concerns the types of information services the special library should be able to give. The complete dependence on computers to produce these services is not recommended. The social and cultural fields are considered to offer the richest rewards for special librarians in developing countries. (Author/NH)

ED 061 996 LI 003 667

Smith, Stanley V. Williams, Joel
Library Statistics of Colleges and Universities; Institutional Data, Part A, Fall 1971; Basic Information on Collections, Staff, and Expenditures.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—OE-72-103

Pub Date 72

Note—251p. (0 References)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.215:15023-71, \$2.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—College Libraries, *Librarians, *Library Collections, *Library Expenditures, Library Surveys, *Library Technicians, *Statistics, Tables (Data), University Libraries

Identifiers—*Library Statistics
Statistics on college and university library collections, operating expenditures, and staff salaries and wages for the 1970-71 school year, as well as data on staff for fall 1971 and budgeted operating expenditures for the 1971-72 school year are presented in this report. These data are shown for 2,514 college and university libraries and five joint libraries. The data are presented on the basis of "reporting units" as contained in the basic file of colleges and universities for the Higher Education General Information Survey. A "reporting unit" is defined as a single-computer institution, a main or branch campus of an institution with a single central administration, or an institution that is part of a multi-institutional system. The joint libraries, which represent two or more institutions or branches of institutions, have been added as quasi-reporting units for this survey. Details regarding definitions and other features of the survey are indicated in the questionnaire and accompanying instruction are given in Appendix I. Appendix II lists the new institutions. (Author/NH)

PS

ED 061 997 24 PS 000 739

Selected Abstracts from "Research in Education" (November 1966 through August 1967).

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Pub Date Aug 67

Contract—OEC-3-7-070706-3118

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Bibliographies, *Early Childhood Education

Identifiers—*Research in Education, RIE

A selected list of abstracts made by the Clearinghouse on Early Childhood Education into the ERIC system is presented. This list represents entries made during the period November 1966 through August 1967 into "Research in Education." (CK)

ED 061 998 24 PS 001 375

Hoke, Gordon

Involving Parents in Programs of Educational Reform.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Pub Date 68

Contract—OEC-3-7-070706-3118

Note—13p.; Filmed from best available copy

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Attitudes, Behavior Change, Change Agents, *Changing Attitudes, Community Involvement, *Educational Change, Educational Needs, *Educational Programs, Federal Government, Financial Support, Interaction, Local Government, *Parent Participation, Public Education, *School Community Relationship, School Systems, State Government

The problem of involving parents in programs of educational change is discussed. It is noted that comprehensive programs of parent involvement in public education will cut across social-racial-economic lines in the community. Precautions to be remembered by those engaged in school-community endeavors are given: (1) "Reality" for the individual is determined by what his reference group accepts as reality; (2) The significance of the informal ties between an individual and his peers also means that even first-hand experience does not automatically create correct knowledge; (3) Programs designed to bring about a change in behavior must lead to the active involvement of individuals in the dialogue concerning the planning and execution of these programs; and (4) This crucial element of personal involvement is reflected in such areas as voluntary attendance, informality of meetings, and freedom of expression in voicing grievances. It is concluded that to the extent that educators can work with, through, and for new combinations of federal and state government funds, foundation assistance, and local parent groups, they may be able to accomplish something of lasting

benefit for modern society through the development of a school system more attuned to the needs of this country. (Author/CK)

ED 061 999 PS 005 350

Head Start Preschool Child Development Program Evaluation Report for 1970-71.

Economic and Youth Opportunities Agency of Greater Los Angeles, Calif.

Pub Date Jul 71

Note—199p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Child Development, Economically Disadvantaged, Educational Finance, Emotional Development, Goal Orientation, Health Services, *Improvement Programs, Mental Health, Models, Motivation, Nutrition, Objectives, Parent Education, *Parent Participation, Physical Health, *Preschool Children, *Program Evaluation, Research, Skill Development, Social Development, Social Disadvantage, Volunteers, Youth

Identifiers—*Project Head Start

An evaluation of a youth and economic opportunities agency's improvement program for preschool children is presented. Objectives of the Head Start program include: (1) Improving the child's physical health and abilities, (2) Helping the emotional and social development of the child, (3) Improving the child's mental processes and skills and establishing patterns and expectations of success for the child; (4) Involving parents in the decision making process for the program, and (5) Parent education. Program achievements include: training and education, parent participation, health services, psychological services, nutrition program, social services, career development, volunteer services, and research and evaluation. Conclusions include: (1) The program had a high attendance rate and substantial parent involvement; (2) Snacks and hot lunches were provided daily; (3) Over half of the children were tested for vision, hearing and TB; (4) The program provided employment for 464 previously unemployed people; and (5) The program encouraged staff members to continue or resume their education. Recommendations include: (1) Increase program training for parents; (2) Increase the mental health budgets, (3) Develop and fund a model program, and (4) Develop a procedure for random follow-up of Head Start Children. (CK)

ED 062 000 PS 005 424

Wilder, Larry

Spoken Rehearsal and Verbal Discrimination Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—WP-76

Pub Date Oct 71

Contract—OEC-5-10-154

Note—24p.; Report from the Project on Variables and Processes in Cognitive Learning

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Articulation (Speech), Cognitive Processes, College Students, Comparative Analysis, *Discrimination Learning, Educational Psychology, *Learning Processes, Nonverbal Learning, Recall (Psychological), *Research, Review (Reexamination), Task Performance, Verbal Communication, *Verbal Learning, *Word Lists

Identifiers—Frequency Theory, *Spoken Rehearsal

The frequency theory of verbal discrimination learning makes no distinction between silent and spoken rehearsal. Further, the frequency theory predicts that the study-test method of list presentation is superior to the anticipation method. College students, performing under silent and spoken rehearsal conditions, learned 16 low-frequency word-pairs with the anticipation or the study-test method. It was found that spoken rehearsal was superior to silent rehearsal, and that method of presentation was not significant. However, in the spoken rehearsal conditions, a trend toward the predicted differences between the two presentation methods was observed. It was suggested that these findings indicate that spoken rehearsal insures the rehearsal of the correct response, and that silent rehearsers probably do not silently pronounce the correct response to themselves. Implications for the role of spoken rehearsal in verbal discrimination learning were discussed.

(For related document, see PS 005 425.)
(Author)

ED 062 001 PS 005 425

Wilder, Larry Harvey, Donald J.

Overt and Covert Verbalization in Problem Solving.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—WP-77

Pub Date Oct 71

Contract—OEC-5-10-154

Note—18p; Report from the Project on Variables and Processes in Cognitive Learning

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Articulation (Speech), *Cognitive Processes, Comparative Analysis, Early Childhood, Educational Psychology, *High School Students, Learning Processes, Nonverbal Communication, *Problem Solving, Research, Task Performance, *Verbal Communication

Identifiers—Covert Verbalization, Overt Verbalization

This study explored the effects of overt and covert verbalization instructions on problem solving in high school subjects. A series of three-circle problems were administered to groups instructed to either (1) say a reason for each move they made (overt verbalization), (2) think of a reason for each move as if they were going to say it (covert verbalization), or (3) work the problems silently (control). Consistent with previous findings, subjects instructed to overtly verbalize were superior to control subjects on a transfer task requiring no overt verbalization. No significant differences, however, were observed between overt and covert verbalizers. This finding was interpreted to indicate that, in adults, covert verbalization can be as effective in mediating problem solving behavior as talking aloud. It was suggested that this may not hold true for children, however. (For related document, see PS 005 424.) (Author)

ED 062 002 PS 005 454

Child Care Data and Services.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Pub Date 16 Jun 71

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Child Care, Cost Effectiveness, *Data Collection, *Day Care Services, Federal Aid, Financial Needs, Legislation, Mothers, Publications, *Statistical Data, Working Women

A publication releasing the most important current statistics, reports, statutory language, and regulations on child care is presented. Data are presented under the following general topics: (1) Child Care Services and Working Mothers, (2) Child Care Arrangements of Working Mothers Today, (3) Federal Assistance for Child Care, (4) How Much Does Child Care Cost?, and (5) Barriers to Expansion of Child Care. Salient factors brought out in this report include: (1) Number of children greatly influences mother's choice of child care arrangement; (2) Most Federal support for the cost of child care provided children of working mothers comes from programs authorized under the Social Security Act; (3) For full-day care in a child care center, the cost per child ranges from \$1,245 to \$2,320; and (4) Lack of funds and staff shortages hinder the expansion of child care. The statistical data are presented in 37 tables. Nine appendices contain excerpts from publications, reports, and legislation, as well as Standards and Costs for Day Care, and Federal Interagency Day Care Requirements. (CK)

ED 062 003 PS 005 470

Weiner, Lawrence H.

Special Education for Normal Kindergarten Children with Subtle Developmental Learning Delays.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Developmental Guidance, *Diagnostic Teaching, Emotional Development, Individualized Instruction, Intelligence Level, Interdisciplinary Approach,

*Kindergarten Children, Language Development, Learning Difficulties, Low Achievers, Perceptual Development, Preschool Children, *Readiness, Remedial Programs, Screening Tests, Social Development, *Special Education Identifiers—Meeting Street School Screening Test, Metropolitan Readiness Test

Kindergarten age children were screened at pre-registration through extensive diagnostic procedures for placement in a class designed for normal children with developmental delays staffed by a Special Education teacher and language therapist. Instruction was prescriptive and individualized. Of the twelve children who were high risk failures at the onset, eight improved to low risk failures at the conclusion with statistical significance. It was concluded that Special Education is valuable for non-handicapped children with developmental learning problems. (Author)

ED 062 004 PS 005 492

Huntsville-Madison County Education Improvement Program, 1966-1971. Final Report.

Huntsville City Schools, Ala.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, *Curriculum Development, *Disadvantaged Youth, Emotional Development, *Enrichment Programs, Financial Support, *Inservice Teacher Education, Language Development, Parent Participation, Physical Development, *Preschool Children, School Community Relationship, Social Development, Teacher Attitudes

Identifiers—Alabama, *Education Improvement Program, EIP

The purposes of the Huntsville-Madison County Education Improvement Program were: (1) to develop and demonstrate a curriculum that would improve and enrich the skills, attitudes and thinking processes of the disadvantaged preschool child; (2) to develop in-service programs that would afford teachers and other personnel better understanding of the disadvantaged child and how best to implement a curriculum geared especially for that child; (3) to develop ways and means of involving parents of the disadvantaged in the educational endeavors of their children while enhancing to a great degree their own improvement; (4) to develop and demonstrate ways of effectively working with the public school in coordinating Education Improvement Program (EIP) efforts and fostering continuity with the regular school program; and (5) to demonstrate ways of improving the instructional program for disadvantaged children and the effectiveness of their teachers. Results of the five-year program in the areas of Instructional Services, Speech Services, Health Services, Social Services, and Psychological Services are discussed and presented in tables. A brief Financial Review is also provided. (DB)

ED 062 005 24 PS 005 540

Kremer, Barbara, Comp.

Behavior Modification in the Classroom: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-0288

Pub Date Dec 71

Contract—OEC-0-70-2623(519)

Note—26p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Avenue, Urbana, Ill. 61801 (Catalog No. 1300-1, \$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Behavior Change, Behavior Theories, Early Childhood, Educational Programs, *Literature Reviews, *Operant Conditioning, Research

An annotated selective bibliography of documents on operation conditioning which are found in the ERIC microfiche collection and in journal literature is presented. Abstracts of these documents were taken from Research in Education (RIE) and Current Index to Journals in Education (CIJE). Included are published and unpublished studies focusing on theory and educa-

tional uses of behavior modification, the application of behavior modification to cope with inappropriate and disruptive classroom behavior, and descriptions of various programs employing behavior modification in the academic instruction of young children. There are also abstracts of two bibliographies on behavior modification. A total of 42 entries is made, and order information is given. (Author/CK)

ED 062 006 PS 005 545

Will You Help?

Children's Bureau (DHEW), Washington, D.C. Clearinghouse for Research in Child Life.; Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OCD-72-38

Pub Date 72

Note—24p.; Children's Bureau Publication No. 474

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.25, Stock Number 1791-0173)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Needs, Community Programs, *Disadvantaged Youth, *Emotional Development, *Family Life, *Financial Needs, Foster Family, Parent Child Relationship, Social Disadvantage, Social Responsibility

A booklet describing the plight of unwanted and uncared for small children is presented. The emotional and financial needs of these children are emphasized. The point is made that an adequate community social program can help the parents to organize a better life and can place those children without parents or with incapable parents in foster homes. (CK)

ED 062 007 PS 005 592

Karnes, Merle B. And Others

A Five-Year Longitudinal Comparison of a Traditional versus Structured Preschool Program on Cognitive, Social, and Affective Variables.

Illinois Univ., Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Apr 72

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Age, *Cognitive Development, *Comparative Analysis, Curriculum Design, Data Collection, *Educational Programs, Intelligence Quotient, Language Arts, Low Income Groups, Mathematics, Objectives, Organization, *Preschool Education, Psychological Studies, Race, Sciences, Sex Differences, *Social Development, Social Studies, Statistical Analysis, Theories, Time Factors (Learning)

Identifiers—*Karnes Preschool Program, Traditional Program

Data on two preschool intervention programs for children from low-income families are discussed. The first program, the Karnes Preschool Program for the amelioration of learning deficits, is characterized by a structured format based on psychological theories. Its curriculum is designed to develop the basic language processes and to teach content in mathematics, language arts, social studies, and science. The other program, the Traditional program, aims to advance the personal, social, motor, and general language development of the children. Data were collected on 60 four-year-old children who were assigned to one of four classes, of 15 each, on a stratified basis such that the sex, race, IQ, and ages of the children in the classrooms were comparable. Results include: (1) Initially, the Karnes program more effectively promoted cognitive development than the Traditional program; (2) After three years, the differential program effects of the two programs were no longer statistically evident; and (3) The Cognitive functioning of the children at the end of a five-year period was significantly above their initial level. It is concluded that the Karnes Program significantly enhances the functioning of children in the cognitive, social, and probably affective areas. It is recommended that serious consideration be given to the further study and implementation of structured programs. (Author/CK)

ED 062 008 PS 005 593

Honig, Alice S.

Infant Development Research: Problems in Intervention.

Pub Date Feb 72

Note—32p.; Paper presented at Merrill-Palmer Institute Conference on Research and Training of Infant Development (Detroit, Mich., Feb. 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Child Development, Economic Disadvantage, Emotional Development, Evaluation, Home Visits, Individual Differences, *Infant Behavior, *Infants, Interpersonal Competence, *Intervention, Low Income Groups, Models, Mothers, Motivation, Parent Child Relationship, Parent Education, Planning, Problem Solving, *Research, Role Perception, Social Development, Social Workers, Teachers, Tutoring

A study of the advantages and disadvantages of various types of infant care provided by someone other than the mother is presented. Problems listed as occurring in intervention programs include: maternal-child attachment, individual differences among infants, planning problems, and emotional-social development. Types of intervention studied are: the center model (outside-the-home center), the tutorial model (within a home setting), the home-visit model, and the parent-group model (teaching of parents). Role of the caregiver is conceptualized as follows: (1) home visitor - a guest having a position of low power in the home, and (2) teacher - one who aids the child in achieving a sense of competence. The point is made that evaluation of caregiving programs for low-income children is difficult and often confounded by complex motivational factors, such as a mother's attitudes toward intervention. The importance of dissemination of infant programs is stressed. (CK)

ED 062 009

PS 005 594

Herzog, Elizabeth

The Young Family: Some Perspectives.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Pittsburgh Univ., Pa.; Yale Univ., New Haven, Conn.

Pub Date Jan 70

Note—17p.; Paper presented at National Invitational Conference on Parenthood in Adolescence, Washington, D.C., January 22-24, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Age, Changing Attitudes, *Comparative Analysis, Day Care Services, Early Childhood, *Economic Factors, Family (Sociological Unit), *Family Life, Generation Gap, High School Students, Marriage, Models, Mothers, Motivation, *Parent Child Relationship, Psychological Studies, Self Concept, *Social Change, Surveys, Technology, Youth

A survey of the family system as it exists today is presented. Initially, a comparison is made between the present system and the family system in other times and places. The three principal subjects of this paper—all interrelated—are families, change, and youth. The point is made that child marriages have not been exclusive to primitive peoples; they have occurred also in Europe and India, for example. With respect to change, it is noted that we are currently in a process of geometrical and constant change. It is pointed out that an attempt should be made to answer the questions of what we should want for young parents and their children and how we should facilitate their efforts to define and achieve what they want. The following views were expressed by high school students on the subject of change: (1) Change itself is a value; and (2) Most parents don't recognize change and they resist it. Plus and minus elements of the extended family are discussed. Other aspects of the three principal subjects which are covered in this paper include: psychological independence, economic independence, early separation between parents and their adolescent children, early marriages, and day care. (CK)

ED 062 010

PS 005 595

Rhine, W. Ray

Ethnic Minority Perspectives on the Evaluation of Early Childhood Education Programs.

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Childhood Needs, Cognitive Processes, Cross Cultural Studies, *Cultural Enrichment, Cultural Factors,

Discriminatory Attitudes (Social), *Early Childhood Education, Educational Finance, Educational Programs, Ethnic Groups, *Minority Groups, Motivation, Negroes, *Program Evaluation, Research, School Systems, *Self Concept, Social Attitudes, Student Alienation, Symposia, Values

Issues presented at a symposium on ethnic minority perspectives and evaluation of early childhood education are presented. Two presentations are summarized. The first, "Evaluation Research and the Education of Oppressed Minority Group Members," by Edward J. Barnes, emphasizes that the evaluation of education programs must include a look at the person in a social as well as academic context. It is stated that the exclusion of ethnic minority values from the academic scene is the cause for the school system's failure to educate ethnic minority children. The second paper, "The Implications of Cognitive Styles and Cultural Democracy for Evaluation Research," by Manuel Ramirez, states that cultures and values of minority groups in the United States, especially those of Black and Indians, have been viewed as pathological and inferior. It is also stated that the result of ignoring these cultures is the alienation of minority group children from the schools. (CK)

ED 062 011

PS 005 596

Harkham, Laura D. Erger, Donald V.

The Effect of Informal and Formal British Infant Schools on Reading Achievement.

Pub Date Apr 72

Note—8p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Curriculum Design, Data Analysis, Educational Environment, Educational Needs, *Educational Philosophy, *Elementary Schools, Hypothesis Testing, Objectives, *Reading Achievement, Research, Sampling, Suburban Schools, Teacher Influence, *Teaching Methods, Testing, Test Results, Urban Schools

Identifiers—*Great Britain, Holborn Reading Analysis Test

A study to compare the effects of reading achievement of informal and formal British infant schools is discussed. The informal school, for children from 5-8 years old, utilizes one or more of the following: integrated day, family or vertical grouping, open planning, and team teaching. The formal schools follow a prescribed curriculum and group children homogeneously. The teacher is the directive influence, and there is little integration of curriculum areas. It was hypothesized that on a theoretical basis children who were in a warm, comfortable setting, learning at their own rates, would have an advantage in learning. Three samples were tested: 187 inner-London children, 13 pairs of siblings in a suburban London school, and 47 children in a suburban junior school. In all three analyses, reading achievement was measured by the Holborn Reading Analysis test. Analysis of the data by means of t-tests showed that there were higher means for children in the informal schools, but a significant difference was found only in the case of the inner-London schools. It was concluded that a commitment to an informal philosophy will not adversely affect reading achievement. (Author/CK)

ED 062 012

PS 005 598

Mazyck, Aurelia

Suggested Equipment and Supplies for Infant - Toddler Center.

North Carolina Univ., Greensboro.

Spons Agency—Children's Bureau (DHEW), Washington, D.C. Clearinghouse for Research in Child Life.

Pub Date 69

Note—21p.; Revised issue

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childrens Books, Costs, *Day Care Services, Demonstration Centers, *Educational Equipment, Educational Facilities, Health, *Infants, Instructional Materials, Nursery Schools, *Preschool Children, Psychomotor Skills, *Supplies, Toys

A list of equipment and supplies useful in the daytime care of infants and toddlers is presented. This equipment is in use at an all-day care center for 15 infants and 10-12 toddlers. The following types of items are listed: furnishings, linens, toys for motor activities, manipulative toys, crib toys,

outdoor play equipment, books, phonograph records, posters, household items used for toys, and health supplies. Prices are quoted for many items. (CK)

ED 062 013

PS 005 599

Prescott, Elizabeth Jones, Elizabeth

The "Politics" of Day Care.

National Association for the Education of Young Children, Washington, D.C.

Pub Date 72

Note—83p.; Day Care: Volume 1

Available from—Publications Department, National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009 (\$2.00, Set of Volume 1 and Volumes 2, \$3.25)

Document Not Available from EDRS.

Descriptors—Change Agents, *Child Care, *Child Care Centers, Community Control, Data Collection, *Day Care Services, *Decision Making, Early Childhood, Environmental Influences, Expectation, Interviews, Parent Attitudes, *Preschool Children, Problem Solving, Questionnaires, Standards

A study examining various pertinent aspects of child day care is presented. Two questions are focused upon: (1) How does a community get group day care?, and (2) Once day care is obtained, how can the community regulate its quality? Also included in this study is an exploratory look at the clientele of day care centers—parents and their expectations for their children. The data presented has been collected in a variety of ways: interviews; questionnaires, content analysis of minutes, and of public hearings, structured and participant observation. Focus is on the decision-making process at many levels. In each case, the following questions were asked: (1) What was the background of the changes, problems, or conflicts? (2) Who were the persons or groups concerned? and (3) What influences determined the outcome? (Author/CK)

ED 062 014

PS 005 600

Prescott, Elizabeth And Others

Day Care as a Child-Rearing Environment.

National Association for the Education of Young Children, Washington, D.C.

Pub Date 72

Note—65p.; Day Care: Volume 2

Available from—Publications Department, National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009 (\$1.75, Set of Volume 1 and Volume 2, \$3.25)

Document Not Available from EDRS.

Descriptors—Behavior Patterns, Child Care, Child Care Centers, Child Development, Childhood Needs, *Child Rearing, Comparative Analysis, *Day Care Services, *Environmental Influences, Factor Analysis, Guidelines, Intervention, *Program Evaluation, Teacher Behavior

Differences among day care environments and factors related to these differences are examined. Also, the probable effectiveness of group day care in meeting the developmental needs of children is discussed. Chapters I and II give the rationale and procedures of the study. Chapter III provides a description of patterns of teacher behavior and center program. This is followed, in Chapters IV, V, VI, and VII, by an examination of the variables which predict these patterns. The section on evaluation considers the match between environmental opportunities and developmental needs. The conclusions suggest possibilities for intervention and guidelines for future development of day care services. Eight tables present results of factor analysis of Teacher Behavior Patterns and Center Patterns, and one table presents Selected Center Characteristics by Quality of Center. (Author/CK)

ED 062 015

PS 005 625

Mueller, Jeanne

Preschool Education and Day Care for Swedish Children.

Swedish Information Service.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Sep 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Concept Formation, *Day Care Services, Early Childhood Education, *Educational Philosophy,

Family Life, Nursery Schools, Objectives, *Preschool Education, Racial Integration, Socioeconomic Status, Standards, Students, Teachers, Working Women
Identifiers—Erikson (Erik H.), Gesell (Arnold), Piaget (Jean), *Sweden

A comprehensive study of the types of care provided for Swedish children is presented. The point is made that the three major frameworks which support the Swedish philosophy of early childhood education are those of Arnold Gesell, Jean Piaget, and Erik H. Erikson. From all three sources, preschool teachers learn the concept of epigenesis, the proper rate and proper sequence for normal development. To the extent that it is possible, all day care centers have a mix of racial and ethnic groups, and they try to maintain an even ratio of boys to girls. There are various types of day care centers in Sweden. One of these is the Minnie, which accommodates children in the one-to-seven year group. Children are placed by the Social Bureau according to when parents apply to the Day Care Unit, that is, in the order in which names appear on the waiting list. Priority, however, is given to working mothers, disabled mothers, students, and single parent families. Children come from all parts of the city. The Minnies are not supposed to give just custodial care but to have the same pedagogical standard and content as the nursery schools which are open to children from 4-7 for three hours on weekdays. Swedish nursery schools are viewed as a supplement to the often small Swedish nuclear family and day nurseries, and free time centers are seen as a substitute for care in the home. (Author/CK)

ED 062 016 PS 005 626

MacDonald, Randolph
Analysis of Intelligence Scores.
Appalachia Educational Lab., Charleston, W. Va.
Report No.—TR-13
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Attention, Cognitive Processes, *Comparative Analysis, Data Analysis, *Educational Programs, Educational Research, *Intelligence Level, Language Development, Measurement Instruments, Orientation, *Preschool Children, Psychomotor Skills, Task Performance, Testing, *Test Results
Identifiers—*Peabody Picture Vocabulary Test, PPVT

A study directed toward the education of preschool children is presented. This study, the Appalachia Preschool Education Program, was designed to affect the performance of children aged 3, 4, and 5 in four skill areas: orienting and attending, motor activity, language, and cognition. One of the instruments used in the evaluation of the program was the Peabody Picture Vocabulary Test (PPVT). Results of the administration of that test to children in the Preschool Education Program are presented. The report is divided into three sections. The first describes the test and its administration; the second presents the analysis of test data and compares the performance of children in three treatment groups and one control group. The third section explains and defends the use of post-test PPVT scores as a covariate in analyzing results of testing used in other instruments. (Author/CK)

ED 062 017 PS 005 627

Hines, Brinard W.
Attainment of Cognitive Objectives.
Appalachia Educational Lab., Charleston, W. Va.
Report No.—TR-14
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Cognitive Processes, Curriculum Design, Data Analysis, Educational Television, Instructional Materials, Interviews, Males, *Measurement Instruments, Nonprofessional Personnel, Objectives, *Preschool Children, *Program Evaluation, Skill Development, *Task Performance, Testing, Test Results
Identifiers—*Appalachia Preschool Test, APT

A discussion and application of the Appalachia Preschool Test (APT) are presented. This test was developed to supplement the standardized instruments in use to measure program performance. It consists of two principal subtests, an

introductory interview, and a section measuring logical reasoning and reading skill achievement. It is noted that the APT measures only cognitive program objectives of a curriculum specific nature and concentrates primarily on those which are amenable to multiple choice or sentence completion format. Application of the APT administered during the third year of the Program's development indicate significant treatment effects for the groups viewing the television program and visited by a paraprofessional. The mobile van used appeared to have an effect on the child's ability to establish rapport with the tester and seemed to increase the involvement of older boys in the program. An analysis of the data from the third year's evaluation reinforces conclusions reached in evaluations of the two previous years—that is, the television program provides the "raw material" for the curriculum, while the home visitor effectively reinforces the program's cognitive objectives. (Author/CK)

ED 062 018 PS 005 628

Hines, Brinard W.
Detailed Analysis of the Language Development of Children in AEL's Preschool Education Program.
Appalachia Educational Lab., Charleston, W. Va.
Report No.—TR-15
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Analysis of Variance, Course Objectives, Curriculum Design, Data Analysis, Data Collection, Educational Programs, Expressive Language, *Language Development, *Measurement Instruments, Models, Objectives, *Preschool Education, *Program Evaluation, Statistical Data, *Test Results, Theories
Identifiers—Appalachia Preschool Education Program, *Illinois Test of Psycholinguistic Abilities, ITPA

The language skills category of objectives of the Appalachia Preschool Education Program as measured by the Illinois Test of Psycholinguistic Abilities (ITPA), is discussed. The point is made that one of the difficulties associated with evaluating language development is the loose fit between available theoretical and operational definitions of language. Often language is not theoretically defined at all and must be operationally defined by the particular evaluation instrument being used. Consequently, the theoretical model underlying the ITPA is considered to be applicable to the Appalachia program. The ITPA was a primary instrument in gathering data for the development of the preschool curriculum objectives. The text of this report gives an overview of the instrument as well as separate descriptions for each subtest. Also, statistical descriptions and inferences are presented for each subtest. Three of the 10 subtests administered showed significant treatment of effects after covariance, indicating that there was some correspondence between program and test objectives. Findings indicate that a primary area of program effect is that of expressive language. (Author/CK)

ED 062 019 PS 005 629

Hines, Brinard W.
Analysis of Visual Perception of Children in the Appalachia Preschool Education Program.
Appalachia Educational Lab., Charleston, W. Va.
Report No.—TR-16
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Data Analysis, *Educational Programs, Educational Research, Educational Television, Experimental Programs, Measurement Instruments, Nonprofessional Personnel, Pilot Projects, *Preschool Children, Program Evaluation, Psychomotor Skills, Task Performance, *Testing, Test Results, *Visual Perception

Identifiers—Appalachia Preschool Education Program, *Frostig Developmental Test of Visual Perception, West Virginia

A description and application of the Frostig Developmental Test of Visual Perception are presented. The report includes a description of the Frostig as a total instrument and an overall analysis, as well as separate analyses and descriptions of each subtest. A brief summary of the ex-

perimental design and sampling plan also is included. A pilot study included administration of the Frostig to a sample of children, ages 3 to 6 years, in northern West Virginia. The results of this testing indicated overall deficits in the areas of figure-ground perception and form-constancy tasks. Results of the study indicate that paraprofessional personnel made a significant contribution in the area of same-different discrimination in terms of spatial rotation and that the television program had its major effect on eye-motor coordination, shape constancy, and the ability to conserve patterns after spatial rotation. (Author/CK)

ED 062 020 PS 005 630

MacDonald, Randolph
Factor Analysis of the Appalachia Preschool Education Program Test Data.
Appalachia Educational Lab., Charleston, W. Va.
Report No.—TR-17
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Analysis of Variance, Auditory Perception, Comparative Analysis, Data Analysis, *Educational Programs, *Factor Analysis, *Measurement Instruments, Preschool Children, *Preschool Education, Psychomotor Skills, Task Performance, *Test Results, Visual Perception, Vocabulary
Identifiers—*Appalachia Preschool Education Program

A factor analysis of test data measuring the results of the Appalachia Preschool Education Program is presented. The program involved three treatments for 3-, 4-, and 5-year-old children. A control group as well as the three treatment groups was tested. A total of 20 subtests was administered; the scores on these comprised the variables that were factor analyzed by principal components and varimax rotation techniques. The results of the factor analysis showed that the tests used in the evaluation of the program were measuring four principal factors; these were visual identification, psychomotor ability, vocabulary, and auditory recall. All of the factors except auditory recall incorporated five or more variables; auditory recall received a loading from only one variable. Analysis of variance showed that children who received all components of the Preschool Education Program and the children who received two components scored significantly higher than children in the other two groups. Also, the absence of significant differences between scores of children in the various groups on measures related to visual identification and auditory recall suggests that the Preschool Education Program fails to differentially affect the performance of children in those areas. (Author/CK)

ED 062 021 PS 005 631

Pena, Deagelia
Analysis of Social Skills Development in the Appalachia Preschool Education Program.
Appalachia Educational Lab., Charleston, W. Va.
Report No.—TR-18
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Child Development, Classification, Comparative Analysis, *Educational Programs, Factor Analysis, *Interpersonal Competence, Objectives, *Observation, Oral Communication, Peer Relationship, Preschool Children, *Preschool Education, Response Mode, Sex Differences, *Statistical Analysis, Stimuli, Task Performance
Identifiers—*Appalachia Preschool Education Program

The second phase of the study of social skills development in the Appalachia Preschool Education Program is presented. A standardized situation in which children would have an opportunity to demonstrate those skills was devised. Three treatment groups were included in the program. Sex of the child was used as a factor. One purpose of this study was to determine whether differences in social skills development existed among three groups of children ages 3 to 5 who were in the program. The observational system consisted of 27 categories of social skills. These fall under six major classification—initiation, question or request for help, giving help, refusing

help, group consciousness, and response to peer. It was found that the groups receiving two and three components of the program had more positive verbal responses than the group receiving only one and that the 3- and 4-year-olds explored the situation around them significantly more than the 5-year-olds. Responding constructively was significantly more characteristic of the 4-year-olds. There were three important outcomes of this study: (1) It was shown that a task can be created for preschool children which will elicit from them, in a natural and spontaneous manner, important social skills behaviors; (2) In order to develop social skills in preschool children, it is necessary to provide socialization opportunities through contacts with others outside the home; and (3) Social skills in preschool children can be recorded under a systematic observation plan, are measurable, and can be analyzed statistically. (Author/CK)

ED 062 022 PS 005 632

Miller, George
Measuring Children's Curiosity.
Appalachia Educational Lab., Charleston, W. Va.
Report No.—TR-22
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Child Development, Comparative Analysis, Educational Television, Evaluation Techniques, Hypothesis Testing, Imagination, Individual Development, Interaction, Measurement Instruments, Mechanical Skills, Mobile Classrooms, Nonprofessional Personnel, Observation, Play, Preschool Children, Sex Differences, Stimulus Devices, Testing, Video Tape Recordings
Identifiers—Appalachia Preschool Education Program

A study to develop a technique for measuring the curiosity of young children and to determine whether three treatments affected the subjects as hypothesized is presented. The Appalachia Educational Laboratory's Preschool Education Program sought to stimulate curiosity in its 3-, 4-, and 5-year-old subjects. One third of the children received only a daily television program. Another third saw the television program and were visited in the homes each week by a paraprofessional. The remaining third saw the television program, received the weekly visit, and attended an hour and a half session in a mobile classroom when it visited their area once a week. Testing involved bringing the children to the field office for a videotaped session. After completing the testing, the children were sent to a room and play for a period of 15 minutes. The degree of curiosity was operationally defined as the proportion of the total time spent experimenting with the unfamiliar object. The device used to stimulate the children's curiosity was a brightly colored box. It was found that boys appeared more interested in the device than girls, based on their interaction with it. It is concluded that girls at this age have the ability to manipulate these objects but are no longer at a developmental stage in which they are as interested in such activities as boys. (Author/CK)

ED 062 023 PS 005 633

Bertram, Charles L.
A Comparison of AEL's Preschool Education Program with Standard Kindergarten Programs.
Appalachia Educational Lab., Charleston, W. Va.
Report No.—TR-23
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Objectives, Comparative Analysis, Early Childhood Education, Educational Programs, Intelligence Tests, Kindergarten, Laboratory Techniques, Measurement Instruments, Preschool Children, Preschool Education, Public Schools, Sex Differences, Standards, Testing, Test Results
Identifiers—Appalachia Preschool Education Program

A comparison between standard kindergarten programs and AEL's preschool program was conducted to gain some insight into the desirability of using the laboratory-developed procedures rather than standard classroom procedures for affecting learning in 3-, 4-, and, especially, 5-year-old children. Initial differences in intelligence test

scores were observed. The group which received all components of AEL's Preschool Education Program achieved higher scores than a control group on all three parts of the test designed to measure achievement of cognitive objectives. The kindergarten group also achieved higher scores on one part of the test of cognitive objectives. The girls in all treatment groups outscored the boys on most tests. AEL's program was shown to reach the objectives measured by two subtests where other programs including the standard kindergarten program did not. The achievement of these objectives implies that AEL's Preschool Education Program is an acceptable, if not preferred, alternative to other early childhood education programs. (Author/CK)

ED 062 024 PS 005 634

Bertram, Charles L. And Others
Summative Evaluation of the Appalachia Preschool Education Program.
Appalachia Educational Lab., Charleston, W. Va.
Bureau No.—BR-6-2909
Pub Date Dec 71
Note—50p.; Summary report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Objectives, Comparative Analysis, Early Childhood Education, Educational Finance, Educational Programs, Educational Television, Field Studies, Home Visits, Individual Development, Interpersonal Competence, Kindergarten Children, Language Development, Mobile Classrooms, Preschool Children, Preschool Education, Program Evaluation, Psychomotor Skills, Task Performance, Testing, Test Results
Identifiers—Appalachia Preschool Education Program

A report of the findings from the three-year field test of the Appalachia Preschool Education Program (APEP), an early childhood education program, is presented. The report describes the human and fiscal effort required to operate the program and the changes in the performances of children resulting from the use of the program. It also contains a description of the target population for the program. Findings include: (1) Scores on a test of cognitive objectives favored children who received the Appalachia Preschool Education Program; (2) A trend toward increased language development was observed for APEP children as opposed to children comparison groups; (3) Children who participated in the program scored significantly higher than comparison groups in psychomotor skills; (4) Children who participated in the mobile classroom activities gave indications of having developed more constructive social skills than children who received only the home visitor and television program; and (5) Children in the program reached significantly more cognitive objectives than children who received no treatment. (Author/CK)

ED 062 025 PS 005 655

Stearns, Marian S.
Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report.

Office of Child Development (DHEW), Washington, D.C.
Pub Date 71
Note—195p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, Comparative Analysis, Disadvantaged Youth, Early Childhood, Early Childhood Education, Educational Finance, Educational Programs, Family Life, Federal Programs, Intellectual Development, Low Income Groups, Preschool Education, Public Support, Reports, Research, Social Influences, State Programs

An examination of the written evidence of the effects of preschool programs on disadvantaged children and their families is presented. Hundreds of studies were reviewed to determine what kind of justification they provide for continued support of federal, state, and other publicly financed preschool programs. The Head Start and ESEA programs have been reaching about 530,000 children of low-income families or neighborhoods yearly. Two major state-supported programs in California and New York together involve about 30,000 children beyond those in Head Start and ESEA Programs. Findings include: (1) Public preschool programs have been successful in changing intellectual and social behavior of disadvantaged children in positive directions over the

short run; (2) Uncertainty about effects on children's social and emotional development stems not only from the paucity of reliable measurement but also from lack of consensus about what constitutes positive change; and (3) Participation of the parents in workshops and meetings at preschool centers has not been shown to make reliable changes in parents' attitudes about themselves and their own situations, but measures almost always indicate positive feelings toward the preschool program and positive changes in attitude toward school. It has been concluded that these preschool programs promote growth and development in disadvantaged children and that such programs might be justified as models for research and reform. (Author/CK)

ED 062 026 PS 005 661

Kratochvil, Daniel W.
Sesame Street: Developed by Children's Workshop.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.—AIR-21900-12-71; TR-10

Pub Date Dec 71

Contract—OEC-0-70-4892

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Behavior Patterns, Cognitive Development, Concept Teaching, Cultural Education, Economically Disadvantaged, Educational Television, Environmental Influences, Instructional Materials, Intellectual Development, Kindergarten Children, Objectives, Preschool Children, Problem Solving, Program Evaluation, Social Development, Spanish Speaking, Test Results, Visual Discrimination, Workshops

Identifiers—Sesame Street

A children's television program "Sesame Street," is discussed. The objectives of this program is to promote the intellectual and social and cultural growth of preschool and kindergarten children. Specific goals include: symbolic representation, problem solving and reasoning, and familiarity with the physical and social environment. The target population consists of all children, three to five years old, with the disadvantaged child given primary concern. Materials used in the program included: (1) letters, numbers, and geometric forms, (2) problem solving and reasoning, including recognition of parts of the body, visual discrimination among objects or pictures, and understanding of relational concepts such as size, shape, position and distance; and (3) natural environment, including city and country, objects and people, family and home, rules of behavior and fair play. The program was evaluated and the results include the following: (1) The impact in most goal areas was both educationally and statistically significant; (2) Generally, younger children gained more than older children; (3) High viewers benefitted more than low viewers; and (4) High-viewing Spanish-speaking children from a disadvantaged community and with low pretest scores gained more than any other group. (Author/CK)

RC

ED 062 027 RC 005 972

Laird, David B., Jr.
De-Indianizing the American Indian: An Essay on the Education of the American Indian.

Pub Date Sep 70

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Cultural Differences, Educational Problems, Federal Legislation, Federal Programs, Government Role, Historical Reviews, Local Issues, Opinions, Reservations (Indian), Social Factors, Values

Included in this essay is a historical review of Federal policy and practice in Indian education from 1500 to 1970. The earliest period, the missionary period, is representative of the religious zeal of the 16th and 17th centuries wherein the missionaries had as their responsibility the education of the Indian—including the dual effort of

civilizing and Christianizing. The next period, from 1794 to 1871, is known as the treaty period wherein the fundamental policy was to dispossess the Indian from his land to allow for White expansion; there is agreement that, during this period, Federal educational policy was a function of the land policy since the goals of education were to convince the Indian to give up the land and move to a farm-based economy. The third period, from 1865 to 1870, found the solution to education in assimilation, and the educational efforts were directed to this end. In 1871, the treaty period was ended by Federal legislation, and the military-type boarding school was developed to provide training for the Indian's emergence into the White culture. The next period, from 1933 to 1945, brought changes in Indian education such as giving the Indians a larger role in the education of their children and providing day schools for two-thirds of the children. From 1945 to present, numerous bills passed by Congress have both hindered and helped Indian education; however, the termination policy has caused the Indians to remain static because of their suspicion of the Government's intent, thus making it difficult for legislation such as the Economic Opportunity Act to have the hoped-for impact. (LS)

ED 062 028

RC 006 001

Roessel, Ruth, Ed.

Navajo Studies at Navajo Community College.

Navaho Community Coll., Many Farms, Ariz.

Pub Date 71

Note—129p.

Available from—The Library, Navajo Community College, Many Farms Post Office, Chinle, Arizona 86503 (\$7.00 hard-bound, \$4.00 soft-bound)

Document Not Available from EDRS.

Descriptors—*American Indians, *College Programs, Community Colleges, *Course Content, Ethnic Studies, *Ethnology, Government Role, Handicrafts, History, Language Development, *Mythology, Navaho

The Navajo Studies Program at Navajo Community College consists of 2 major areas of study, the first of which includes courses dealing with the Navajos. This book deals with that portion of the program and provides a picture of selected Navajo Studies courses as taught at Navajo Community College. Contained in the book are the origin myths of the Navajos and a related course description, materials used in the courses on Navajo history and culture (past, present, and future), materials related to courses on the Navaho language and teaching the Navaho language, and course descriptions related to Navajo arts and crafts. (LS)

ED 062 029

RC 006 036

Tyler, S. Lyman

Indian Affairs No. 2. A Work Paper on Termination: With an Attempt to Show its Antecedents.

Brigham Young Univ., Provo, Utah. Inst. of American Indian Studies.

Pub Date 64

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Attitudes, Community Control, Cultural Factors, *Federal Programs, Government Role, Historical Reviews, *Individual Power, Land Use, *Policy, Reservations (Indian), Resource Allocations, Values

It was the purpose of this 1958 paper to demonstrate to the Commission on the Rights, Liberties, and Responsibilities of the American Indian how Indian tribes were first dealt with as sovereign nations and how this concept has changed through time (particularly from 1948 to 1958). When the sovereign-nations or treaty period came to a close, the Indian people were moved under the domination of Congress and the Bureau of Indian Affairs (BIA) and became wards of the U.S. Government. Next came a period when the Indians were compelled through the Allotment Act and educational influences to move toward complete acculturation and full citizenship, with those Indian people who remained on reservations being encouraged to adopt constitutions and to incorporate under charters as local communities that could bargain with business concerns, counties, states, and the Federal Government. The successes of the tribal groups led to termination of Federal responsibilities for those tribes because acculturation was as-

sumed; however, the terminated tribes met with failure due to lack of resources. The result was fear by other Indian tribes that success meant termination. Thus, as long as the Termination Resolution remains on the books, it is felt that it will be difficult for Indian people to take full advantage of Federal programs. The paper contains 4 sections: The Historical Setting, The Recent Background to Termination Legislation, Canadian Enfranchisement Compared to Termination, and Identifying Kinds of Federal Withdrawal. (LS)

ED 062 030

88

RC 006 055

Fort Benton Trades & Industry Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auto Mechanics (Occupation), Building Trades, *Curriculum Guides, *Educational Objectives, Electrical Occupations, High School Curriculum, Instructional Materials, Mechanical Skills, *Small Schools, *Trade and Industrial Education, *Vocational Education

The trades and industry curriculum for the Fort Benton school system was designed with funds under Title III of the Elementary and Secondary Education Act as part of the vocational technology curricula to develop skills and attitudes that will permit students to find satisfaction and success in their careers. The curriculum, designed for grades 10-12, includes 3 semesters of mechanical communication; 3 programs on machines and mechanics (small engine mechanics, machinist skills and trades, and automotive mechanics); 3 programs in construction trades (electrical theory and installation, plumbing trades and skills, and carpentry and building construction); and 3 courses in metal trades (sheet metal project design and construction, foundry skills and practices, and metal fabrication). Objectives and instructional resources are specified for each course. (JH)

ED 062 031

88

RC 006 056

Fort Benton Home Economics Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Curriculum Guides, *Educational Objectives, Foods Instruction, *Home Economics Education, Home Furnishings, Human Relations, *Instructional Materials, Secondary Grades, *Small Schools, Textiles Instruction

The home economics curriculum for the Fort Benton school system was designed with funds under Title III of the Elementary and Secondary Education Act to help students develop into successful homemakers, family members, and/or wage earners. Major objectives of the curriculum are the improvement and strengthening of home, family, and community living. The curriculum, designed for grades 7-12, includes courses in home living; personal living; consumer homemaking; clothing, textiles, and related art; foods, nutrition, and health; housing, home furnishing, and equipment; child development; personal, family, and community relations; man's role in the home; and bachelor living. Objectives and instructional resources are specified for each course. (JH)

ED 062 032

88

RC 006 057

Fort Benton Business Education Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bookkeeping, *Business Education, *Curriculum Guides, *Educational Objectives, High School Curriculum, Instructional Materials, Office Occupations Education, *Small Schools, Typewriting, *Vocational Education

The business education curriculum for the Fort Benton school system was designed with funds under Title III of the Elementary and Secondary Education Act as part of the vocational technology curricula to develop skills and attitudes that will permit students to find satisfaction and success in their careers. The curriculum, designed for grades 9-12, includes courses in typing, shorthand, bookkeeping, accounting, consumer economics, introduction to business, business machines, business law, clerical and secretarial office procedures, simulated office practice, business communications, and business cooperative education. Objectives and instructional resources are specified for each course. (JH)

ED 062 033

88

RC 006 058

Fort Benton Science Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 71

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Biology, Chemistry, *Curriculum Guides, Earth Science, *Educational Objectives, Elementary Grades, General Science, *Instructional Materials, Kindergarten, Physical Sciences, Physics, *Science Curriculum, Secondary Grades, *Small Schools

The science curriculum for the Fort Benton school system was developed with funds under Title III of the Elementary and Secondary Education Act to give students the background of a modern and forward-looking program in science taught in an imaginative, investigative, and inquiry-oriented fashion. The science curriculum guide outlines a planned scope and sequence for grades K-12 with material divided into conceptual topics that are arranged by appropriate learning level. The sequence consists of general science, life science, physical science, earth science, biology, chemistry, physics, and advanced biology. Ten basic goals are presented relating to the student's ability to utilize observational techniques, develop classification schemes, communicate using scientific technology, and understand and apply scientific concepts. Goals and resource materials for each grade level are specified. (JH)

ED 062 034

80

RC 006 059

Fort Benton Social Studies Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Citizenship, Community Study, Current Events, *Curriculum Guides, *Educational Objectives, Elementary Grades, Family Role, Geographic Regions, *Instructional Materials, Kindergarten, Map Skills, Secondary Grades, *Small Schools, Social Adjustment, *Social Studies

A committee of administrators and faculty of the Fort Benton school system, assisted by consultants from Montana State University, developed a social studies curriculum on the theme "the expanding social order." Objectives of the curriculum are to help the student to acquire a dependable body of knowledge in addition to developing cooperative attitudes toward society, values consistent with a democratic creed, and inquiry skills with which he can search for truth. The K-12 curriculum outline interrelates the disciplines of history, geography, political science, anthropology, sociology, economics, and psychology. The theme is expanded from individual adjustment to group situations in kindergarten through studies of family and community in the primary grades; studies of regions, the United States, and Inter-American countries in grades 4-6; studies of the Pacific and Atlantic communities, the State of Montana, and civics in grades 7 and 8; and studies of the student/individual, world civilization, the United States as a world power, constitutional considerations, and current world affairs in grades 9-12. Objectives and resource materials are specified for each grade level. (JH)

ED 062 035

88

RC 006 060

Fort Benton Industrial Arts Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 71

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ceramics, *Curriculum Guides, Design Crafts, *Educational Objectives, Graphic Arts, *Industrial Arts, Instructional Materials, Secondary Grades, *Small Schools, *Vocational Education, Woodworking

The industrial arts curriculum for the Fort Benton school system was designed with funds under Title III of the Elementary and Secondary Education Act as part of the vocational technology curricula to develop skills and attitudes that will permit students to find satisfaction and success in their careers. The curriculum, designed for grades 7-12, includes courses in mechanical drawing, woodworking, general arts and crafts, metal crafts, and ceramics. Objectives and instructional resources are specified for each course. (JH)

ED 062 036 88 RC 006 061

Fort Benton Mathematics Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 71

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, *Curriculum Guides, *Educational Objectives, Elementary Grades, Geometry, *Instructional Materials, Kindergarten, Mathematical Concepts, *Mathematics Curriculum, Measurement, Number Concepts, Secondary Grades, *Small Schools

The mathematics curriculum of the Fort Benton school system was designed with funds under Title III of the Elementary and Secondary Education Act to present all students with a basic knowledge of mathematics and to provide the gifted child with an opportunity to develop to the best of his ability the mathematical skills and theory demanded by a technological society. Basic goals of the curriculum include development of a knowledge of mathematical concepts, the skill of computation, an understanding of mathematical terminology, and a knowledge of career opportunities in mathematics. The curriculum consists of a sequential program for grades K-12 which includes algebra, geometry, and consumer mathematics. Objectives and instructional resources are specified for each grade level. (JH)

ED 062 037 88 RC 006 062

Fort Benton Agri-Industry Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Machinery, *Agricultural Occupations, Agricultural Production, Agricultural Supply Occupations, *Curriculum Guides, *Educational Objectives, High School Curriculum, Instructional Materials, *Small Schools, *Vocational Education, Welding

The agri-industry curriculum for the Fort Benton school system was developed with funds under Title III of the Elementary and Secondary Education Act as part of the vocational technology curricula to develop skills and attitudes that will permit students to find satisfaction and success in their careers. The curriculum consists of agri-industry orientation (grade 9), metallurgy-welding (grade 10), agri-equipment (grade 11), and agri-industry specialization (grade 12). Objectives and instructional resources are specified for each grade level. (JH)

ED 062 038 88 RC 006 063

Fort Benton Language Arts Curriculum Outline.

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 71

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Communication Skills, Composition Skills (Literary), *Curriculum Guides, Drama, *Educational Objectives, Elementary Grades,

*Instructional Materials, Kindergarten, *Language Arts, Literature Appreciation, Reading Skills, Secondary Grades, *Small Schools

The language arts curriculum of the Fort Benton school system was developed with funds under Title III of the Elementary and Secondary Education Act to stimulate the inherent creative talents of the student with the skills of communication. Basic goals of the K-12 curriculum are to develop an appreciation of varied forms of literature and fine arts; to develop reading, writing, speaking, and listening skills; to develop the ability to use the English language effectively; and to develop the ability to use a library. The curriculum is sequential from beginning experiences in language arts at the K-3 level to a non-graded, phase-elective language arts program for grades 10-12. Objectives and instructional resources are specified for each grade level. (JH)

ED 062 039

RC 006 064

Sim, R. Alex

The Education of Indians in Ontario: A Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario. A Strathmore Study.

Ontario

Pub Date Apr 67

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, *American Indians, Attitudes, Civil Rights, *Cultural Differences, Cultural Factors, Curriculum Planning, *Educational Disadvantage, *Educational Policy, Government Role, Minority Role, Opinions, School Integration, *Social Discrimination, Tables (Data), Textbook Bias

Identifiers—Canada

In this 3-month study of aims and objectives for educating Canadian Indians in the Ontario schools, data were collected largely via secondary sources, field observation, and interviewing. It was found that the Ontario government has no policy directed specifically for Indian students; however, the federal government does have policies developed for registered Treaty Indians. In this report, these policies are described along with educational objectives and recommendations to provide for equality, accommodation, and autonomy for Ontario's Indian children. (LS)

ED 062 040

RC 006 066

Madsen, Millard C.

Developmental and Cross-Cultural Differences in the Cooperative and Competitive Behavior of Young Children.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG9938

Pub Date Aug 70

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Age Differences, *Anglo Americans, *Behavior Development, *Children, *Cross Cultural Studies, Developmental Tasks, Interaction, *Mexicans, Rural Areas

Identifiers—*Mexicans

An experimental task with accompanying apparatus was developed for use in the study of developmental and cultural differences in the cooperative-competitive behavior of children in a small Mexican town and in California. Two groups of 20 Mexican children (aged 7-8 and 10-11), from an elementary school in a town in Baja, California, Mexico, were used; the Anglo American sample included 3 groups of 24 children (aged 4-5, 7-8, and 10-11) from day-care centers in Los Angeles. The children were tested using a 2-person cooperation-competition marble-pull game designed for the study. A pair of children of the same sex and culture was seated. 1 child at each end of the game table; the children then played for a marble placed in a holder. In the "tug-of-war situation," cooperative behavior resulted in 1 child getting a marble while competitive behavior resulted in neither child getting a marble. At the conclusion of 10 trials for each pair of children, informal interviews were held to determine, for children who competed maladaptively (competitively), the extent to which they were aware of possible interacting methods. Two instructional trials followed the interview, and subjects completed a second series of 10 trials. Results indicated a higher level of cooperation

among Mexican than among Anglo American children and an increase in nonadaptive competition with age among the Anglo American children. (NQ)

ED 062 041

RC 006 067

Kagan, Spencer Madsen, Millard C.

Experimental Analyses of Cooperation and Competition of Anglo-American and Mexican Children.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG9938

Pub Date Dec 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Anglo Americans, Bibliographic Citations, *Children, *Cross Cultural Studies, Cultural Differences, Experiments, Interaction, *Mexicans, Reactive Behavior, Rural Urban Differences, Statistical Analysis, Tables (Data)

Identifiers—*Mexicans

Four experiments comparing behavior of children from Los Angeles, California, and Nuevo San Vicente, Baja California, Mexico, were conducted to analyze cooperative and competitive behavior of Anglo American city and Mexican rural children. Eighty children from each setting, 40 of age 7-9 and 40 of age 10-11, equally divided by sex, served as subjects for all 4 experiments. Results of Experiment I, which was designed to assess motivation and ability of children to cooperate in a problem situation with no obvious conflict of interest cues, failed to support the hypothesis of a cultural difference in motivation and ability to cooperate. In Experiment II, which assessed the degree to which children are competitive and rivalrous in a situation without direct social interaction and the necessity of mutual assistance, both groups appeared highly motivated to take a toy away from a peer when they could keep it. Anglo children, however, were more highly motivated than Mexican children to lower another child's outcomes, even when it meant no gain to themselves. In Experiment III, which examined rivalrous behavior in the presence of direct social interaction, Anglo more than Mexican children responded with conflict to a peer's rivalrous intents in an interpersonal interaction situation; Mexican children were more submissive. In Experiment IV, which measured tendencies to engage in and avoid direct interpersonal conflict, Mexican children were more avoidant of conflict than Anglo children. (Author/NQ)

ED 062 042

RC 006 068

Kagan, Spencer Madsen, Millard C.

Rivalry in Anglo-American and Mexican Children of Two Ages.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG9938

Pub Date Jun 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Anglo Americans, Bibliographic Citations, *Children, *Cross Cultural Studies, Cultural Differences, Experiments, Interaction, *Mexicans, Rural Urban Differences, Statistical Analysis, Tables (Data)

Identifiers—*Mexicans

In this experiment designed to trace the development of rivalry in Anglo American and rural Mexican children, rivalry (behavior intended to lower the outcomes of a peer) was measured by 4 choice conditions wherein the rivalrous alternative in all conditions was the choice that left fewer rewards (marbles) to the chooser's peer. After all choices were made, the children could trade the marbles for toys. The conditions, designed to systematically vary absolute and relative outcomes, were presented to Anglo American and Mexican children of ages 5-6 and 8-10 from 2 settings: Los Angeles, California, and Nuevo San Vicente, Baja California, Mexico. Forty-eight children from each culture, 6 boy pairs and 6 girl pairs, participated as subjects. It was revealed that older children were significantly more rivalrous than younger children; Anglo children were significantly more rivalrous

than Mexican children; and the cultural differences tended to increase with age. The effect of conditions was significant, indicating that for all groups rivalry was greatest when accompanied by both relative and absolute gains. The opportunity to avoid a small relative loss increased rivalry more than opportunity to accrue a small absolute gain. The development with age of greater rivalry in boys than girls was present for the Anglo but not Mexican children. (Author/NQ)

ED 062 043 95 **RC 006 069**
Bryson, Juanita

Comparison of Bilingual Vs. Single Language Instruction in Concept Learning in Mexican-American Four Year Olds.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-OE-5-85-045

Pub Date Mar 70

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Bilingual Education, *Concept Formation, Criterion Referenced Tests, Educational Research, *Instruction, Language Role, Literature Reviews, *Mexican Americans, *Preschool Children, Tables (Data)

Bilingual vs. unilingual instruction was studied in the teaching of 5 positional-preposition concepts (e.g., under) to Mexican American Head-start 4-year-olds. Treatments consisted of instruction in Spanish only, English only, or bilingually to the 48 subjects exposed to the prepositional concepts via tape-recorded programmed instruction given daily for 10 minutes. Assignment to control and treatment groups was randomly stratified by sex, and subjects were pretested the first day of instruction and posttested on the final (3rd) day. These tests, administered in English and Spanish, included a transfer test consisting of a 2-dimensional presentation of the same prepositions and a learning task in the language opposite from instruction. All criterion tests required verbal labeling and demonstration. Analysis of covariance and Newman-Keuls comparisons indicated that posttest scores of the treatment groups were higher than those of the control group, reflecting the effect of instruction vs. no instruction. Significant differences were found as a function of language exposure in the home, but no significant differences were found between treatment groups. The study is limited by sampling practices and restricted treatment time. An appendix contains the instructional treatments used. (Author/NQ)

ED 062 044 **RC 006 070**

Dietrich, T. Stanton

Florida's Urbanized Rural Population: Implications for Planning. The Florida State University Governmental Research Bulletin, Volume VIII, Number 3.

Florida State Univ., Tallahassee. Inst. for Social Research.

Pub Date May 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Demography, Graphs, *Population Growth, *Rural Population, *Social Planning, Tables (Data), *Urbanization

Identifiers—*Florida

Florida's urbanized rural population consists of 3 segments: persons in places under 2,500 population; persons in suburbs or open country but not on farms; and persons in other urban territory. This urbanized rural population continues to grow, despite annexation and consolidation by urban communities, and the wide disparity that once existed between urban and rural populations has all but disappeared. However, the persistent growth of the urbanized rural areas with populations oriented to urban life implies the need for more intensive and innovative social planning efforts. Future planning programs must be concerned with such goals as maintaining some equitable balance between agricultural and nonagricultural activities and between man and his environment if problems associated with population growth and density are to be avoided. (JH)

ED 062 045 **RC 006 074**

Burma, John H., Ed.

Mexican-Americans in the United States, A Reader.

Pub Date 70

Note—487p.

Available from—El Dorado Distributors, 2489 Mission Street, Suite 17, San Francisco, Calif. 94110 (\$5.95 plus handling and shipping)

Document Not Available from EDRS.

Descriptors—*Acculturation, Bias, *Civil Rights, Cross Cultural Studies, Economics, *Education, Ethnic Groups, Health, *Mexican Americans, Negroes, Puerto Ricans, Religious Cultural Groups, Social Discrimination, *Socioeconomic Background, Status

In this collection of 40 articles concerning Mexican Americans in the United States, the study reports and essays (by both Anglos and Mexican American authors from many disciplines) provide an array of viewpoints about Mexican American education, prejudice and discrimination, economics, family, religion, social and political behavior, health, class and status, and acculturation and assimilation. In one selection, Puerto Ricans are also discussed. (NQ)

ED 062 046 **RC 006 075**

Clark, Margaret

Health in the Mexican-American Culture, A Community Study.

Pub Date 70

Note—253p.; Second edition

Available from—El Dorado Distributors, 2489 Mission Street, Suite 17, San Francisco, California 94110 (\$2.45 plus shipping and handling)

Document Not Available from EDRS.

Descriptors—Attitudes, Bibliographic Citations, *Community Study, *Culture, Education, Employment, Family Structure, *Health, Income, Language, Literacy, *Mexican Americans, Religious Cultural Groups, *Socioeconomic Background

The Spanish-speaking people of San Jose, California, are dealt with in this book, which resulted from a field study conducted in 1954-55. The book describes the lives of these people in terms of such factors as their families and friends, jobs, houses, religion, and community life. Some conflicts in the relationships between Mexican Americans in a California community, Sal si Pudes, and the English-speaking medical personnel with whom they have had contact are also described. Following a discussion of the social, economic, religious, and folkloric characteristics that affect problems of health and illness in a low-income Mexican American community, recommendations on changing medical beliefs and practices are included. Also included is a 99-item glossary of Spanish words used in the text of the book. (NQ)

ED 062 047 **80** **RC 006 076**

Thonis, Eleanor Wall

Evaluating the Effectiveness of Programs Designed to Improve the Education of Mexican-American Pupils.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—13p.; Second edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, Evaluation Methods, Measurement Instruments, *Mexican Americans, *Program Effectiveness, *Program Evaluation, Research Design, *Research Methodology

An overview of factors that should be included in writing an evaluation of programs designed to improve the educational opportunities of Mexican American children is presented in this paper. The factors included are the statement of the problem with which the special program deals, presentation of the background information, and the steps needed for actual investigation. Investigation of the program is discussed in terms of such factors as the subjects, the educational plan, length of time, comparison groups, methods and instruments by which to gather data, means for analyzing data, procedures for controlling significant variables, and predictions or outcomes expected as stated in the hypotheses. This paper does not present "a rigorous nor a highly sophisticated approach to a research design;" however, "it does draw attention to the many variables that exist within any educational plan, and it does provide a simplified framework for examining such variables." (NQ)

ED 062 048 **RC 006 077**

Van Roekel, Gertrude B.

Jicarilla Apaches.

Pub Date 71

Note—86p.

Available from—The Naylor Company, 1015 Cullebra Avenue, Box 1838, San Antonio, Texas 78201 (\$5.95 plus postage)

Document Not Available from EDRS.

Descriptors—*American Indians, Attitudes, *Cultural Background, Cultural Factors, *Education, *Government Role, *History, Problems, Religious Cultural Groups, Reservations (Indian), Rural Areas, Social Change, Tribes

Geronimo's surrender in 1886 ended some 200 years' warfare against encroaching white man in that broad area abutting the Rocky Mountains. Thus, the free-roaming period of Apache life, marked by repeated instances of bad faith and broken treaties, was ended and the Jicarilla Apaches were delivered to their reservation in northern New Mexico. The first 25 years on the reservation, from 1887 to 1912, was a period of adjustment, when tribal religious beliefs continued to dominate Apache culture. From 1912 to 1937, life changed from a bare subsistence level to the beginnings of better conditions. The Indian Reorganization Act of 1934, adopted by the Apaches in 1937, opened the door to Indian self-government. The former Wirt Trading Post became the Jicarilla Cooperative Enterprise and the Apaches, whose life-style had been based on sharing and living for the present, began to accept such Western concepts as acquiring and building for the future. Then, during Eisenhower's administration, the Indian regained his personal dignity when he was encouraged to enter the mainstream of American life by going off the reservation or by remaining at home to join the labor market provided for him. With the organization of an intertribal pressure group, The National Council of American Indians, the Indian voice is now being heard. Before the fourth 25-year period of this Apache history ends in 1987, it is expected that dependence on the paternalism of the Federal Government will be a thing of the past. (Author/LS)

ED 062 049 **24** **RC 006 079**

Bertram, Charles

Demographic and Socioeconomic Data of the Beckley, W. Va. Area and 1968-1971 Development Costs of AEL's Preschool Education Field Study. Technical Report No. 11.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-6-2909

Pub Date Dec 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demography, Educational Television, Home Visits, Mobile Classrooms, *Preschool Programs, *Program Costs, *Rural Areas, *Socioeconomic Background, Tables (Data)

Identifiers—Appalachia

The major objective of this report is to discuss (1) the demography of the Beckley, W. Va., area field-test site; (2) the socioeconomic status of the children involved in the Appalachia Preschool Education Program wherein 3-, 4-, and 5-year-olds were divided into 3 treatment groups (those who received instruction via the TV program, a paraprofessional home visitor, and a mobile classroom; those who received instruction via the TV program and home visitor; and those who received instruction via the TV program only) with a control group; and (3) the developmental costs of the field study conducted during the 1968-71 school years. Reported conclusions and implications are that the 8 counties served by the program were all more rural than the state average; that 75% or more of fathers and 85% or more of mothers of children in the program had completed high school; that most of the children involved in the field test were rural residents; that families from all treatment and control groups were similar; and that developmental costs for the program totaled about \$250,000 for each of the final 2 years of the field test and slightly less than that the first year. Tables provide the demographic and socioeconomic data as well as cost and personnel data. (PS)

ED 062 050 **RC 006 080**

The Legal Problems of the Rural Poor. American Bar Foundation Series on Legal Services for the Poor.

American Bar Foundation, Chicago, Ill.

Pub Date 69

82 Document Resumes

Note—131p.; Reprinted from "Duke Law Review," Vol. 1969, No. 3
Available from—American Bar Foundation, 1155 East 60th Street, Chicago, Illinois 60637 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Community Attitudes, Consumer Economics, *Economically Disadvantaged, Federal Programs, Health Services, Interviews, Lawyers, Legal Aid, *Legal Problems, Racial Integration, *Rural Population, *Socioeconomic Influences, Southern Attitudes, State Agencies, *Surveys, Welfare Services

Identifiers—North Carolina

A 1968 field study of the legal problems of the rural poor in an eastern North Carolina county typical of the rural poverty belt is described in this report. The primary purposes of this study were (1) to determine the types of legal problems confronting the rural poor person, (2) to ascertain whether he perceived those problems as "legal," (3) to discover the methods and institutional sources employed in solving these problems, (4) to assess the effectiveness of sources utilized, (5) to identify the factors operative in increasing legal perception and problem-solving ability, and (6) to suggest direction for resolution of the particular problems revealed by the study. The survey was conducted on 2 levels: the first consisting of a questionnaire administered to a sample group of residents and the second consisting of unstructured interviews with the "community leadership" group. Major conclusions were that many people did not recognize some problems as legal and tended to use self-help methods; that child custody and criminal difficulties were the problems most frequently thought of by the sample as requiring the attention of a lawyer; and that there is evidence of a need for some type of free legal advisory service. A discussion of Federal programs as related to rural areas and a copy of the study questionnaire are appended. (PS)

ED 062 051

RC 006 081

Klimoski, Victor J., Ed. Quinn, Bernard, Ed.
Church and Community; Nonmetropolitan America in Transition.

Center for Applied Research in the Apostolate, Washington, D.C.; Saint John's Univ., Collegeville, Minn.

Report No.—CARA-TC-4

Pub Date Jan 71

Note—101p.

Available from—CARA Research Reports, Center for Applied Research in the Apostolate, 1717 Massachusetts Avenue, NW, Washington, D.C. 20036 (\$2.50 plus postage)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Changing Attitudes, *Church Role, Community, Cultural Environment, Political Attitudes, *Religious Factors, Rural Areas, *Rural Urban Differences, Schools, *Social Factors, Values

As the church seeks to respond to the human needs arising in our ever-changing society, it must constantly reassess its role in nonmetropolitan areas. At this critical juncture in the history of our country, the nature of the church's mission in town and country is a subject of great debate. For both urban and rural America, this CARA (Center for Applied Research in the Apostolate) study advises that the church's role in an era of change requires both theological and ethical analysis of the sociological facts so that the church can make an adequate response to the dilemmas of our communities. While the scope of this response will differ in the urban and nonmetropolitan areas, its nature is the same. This includes sustaining the community; helping the diocese or the parish to interpret its responses and catalyze this response; and, through its preaching and sacramental ministry, uniting all men with God and with one another more effectively. It is within this perspective that the 8 articles in this book are presented. The articles result from 2 projects: the Office of Pastoral Studies at St. John's School of Divinity, Collegeville, Minnesota, and the Micro-City Project. Intended as an introduction to the small community today and its projected future, these lectures provide an understanding of the change affecting small communities as well as ideas that might help the individual face the realities of change so that he can evaluate and plan in a spirit of hope rather than defeat. (LS)

ED 062 052

RC 006 082

Rural Poverty and the Law in Southern Colorado. American Bar Foundation Series on Legal Services for the Poor.

American Bar Foundation, Chicago, Ill.

Pub Date 71

Note—98p.; Reprinted from the Denver Law Journal, Vol. 47 (1970)

Available from—American Bar Foundation, 1155 East 60th Street, Chicago, Ill. 60637 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Factors, Demography, *Economically Disadvantaged, Lawyers, Legal Costs, *Legal Problems, *Rural Population, Social Background, *Spanish Americans, Spanish Speaking

Identifiers—Colorado

Legal problems of the rural poor in 2 counties of southern Colorado (Conejos and Costilla) are examined in this 1970 report. The empirical research for this project consisted of 3 phases: (1) determination (by questionnaire) of attitudes of rural Colorado attorneys toward the legal problems of the indigenous poor; (2) the use of unstructured interviews with local community leaders in the 2 counties to collect general information regarding the legal problems of local indigents, the extent to which they seek the assistance of nonattorney community leaders, and the effectiveness of these leaders in performing their self-designated tasks as "confidants" to the poor; and (3) the use of informal interviews with the rural poor to determine their experiences in recognizing and confronting problems having legal implications and their actual contact with an attorney. The report of this project contains a description of the demography and social background of the conflict that results when these systems fail. Major conclusions reported are that the formal legal structure is largely alien to the poverty class of the 2 counties; that there is a need for free legal services for the rural poor; and that the informal system can be a viable adjunct to effective legal aid in the area. (PS)

ED 062 053

95

RC 006 083

Gorman, Howard And Others

Materials Prepared All or in Part as Result of Office of Education Small Research Grant OEG-9-9-120076-0050(057) [To Navajo Community College].

Navajo Community Coll., Many Farms, Ariz.; Rough Rock Demonstration School, Chinle, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-9-1-076

Pub Date 71

Grant—OEG-9-9-120076-0050(057)

Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, Anthropology, *College Programs, Community Colleges, *Course Content, Ethnic Groups, Ethnic Studies, *Ethnology, Government Role, History, Instructional Materials, Language Development, *Mythology

Identifiers—Navajos

Through funds provided by the U.S. Office of Education and the Navajo Community College, a major accomplishment was realized in the development of a Navajo Studies Curriculum that reflects the thinking of the Navajos themselves. The most successful aspect of the project was the identification on the part of the Navajos of what they wanted included in the Navajo Culture Curriculum at Navajo Community College. This document contains these materials, which were developed for use mainly at the adult level. Due to the interest of the compilers, the majority of materials relate to the area of study labeled "The Origin of the Navajo." That portion of Navajo Culture is, in effect, the Navajo Bible. It should not be thought, however, that all of the medicine men or members of the Advisory Board agreed as to the content or the subject matter included since, in the oral traditions, there is no universally accepted, correct version. Thus, "The Origin of the Navajo" reflects a number of the stories that the Navajos respect, but there are equally valid variations even to these stories. The second group of curriculum materials is entitled "The Growth of the Navajo—Up to 1960." Materials included in this section relate to events such as the Long Walk and Stock Reduction. The last group of curriculum materials is "The Navajo Today and Tomorrow, 1960-into the future." Materials

collected under this heading come largely from current tribal officials and reflect their emphasis as to those areas which should receive attention. (LS)

ED 062 054

RC 006 084

Haddox, John

Los Chicanos: An Awakening People. Southwestern Studies, Monograph No. 28.

Texas Univ., El Paso.

Pub Date 70

Note—44p.

Available from—Texas Western Press, The University of Texas at El Paso, El Paso, Texas 79999 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Activism, Bibliographic Citations, Bilingual Education, *Cultural Background, *Education, Literature Reviews, *Mexican Americans, Self Concept, Values

In this monograph on the Chicanos, a history of the injustice and humiliation that many Spanish-speaking persons have endured is given. Also discussed are such subjects as education, acculturation, identity, and values. The monograph, which takes the form of a literature review, also provides a discussion about opportunities and actions needed to further the Chicano cause. (NQ)

ED 062 055

RC 006 085

The Economic and Social Condition of Rural America in the 1970's. Part 3: The Distribution of Federal Outlays Among U.S. Counties.

Economic Research Service (DOA), Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Government Operations.

Pub Date Dec 71

Note—66p.; Committee Print 920 Congress 1st Session

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, Community Characteristics, Demography, *Economic Development, *Federal Aid, Graphs, Housing, Maps, Natural Resources, Programs, *Rural Areas, *Rural Urban Differences, *Sociocultural Patterns, Tables (Data)

The distribution of Federal outlays within the United States in fiscal year 1970 is summarized in this report. Selected Federal programs (242 programs comprising 74.4% of all Federal outlays) were divided into 4 program categories: human resource development; community development; agriculture and natural resources, and Defense, the National Aeronautical and Space Administration (NASA), and the Atomic Energy Commission (AEC). The counties affected by these programs were divided into 6 categories on the basis of population density and the percentage of urban population. Major conclusions of this initial study were that (1) nonmetropolitan residents do not share proportionately in the distribution of outlays of many Federal programs; (2) Federal outlays for Defense, NASA, and AEC far overshadow outlays for the other program categories and heavily favor the larger, higher income urban areas; (3) programs narrow in scope and limited in objective are failing to meet this country's development needs effectively; and (4) Federal outlays for agriculture and natural resources tend to be concentrated in nonmetropolitan counties with pronounced population declines but comparatively high per-capita incomes. Related documents are ED 050 874 (Part 1) and ED 056 799 (Part 2). (PS)

ED 062 056

RC 006 086

Taeuber, Conrad

Some Current Population Trends.

Pub Date 24 Feb 72

Note—13p.; Speech presented at the 1972 National Agricultural Outlook Conference, Washington, D.C., February 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Groups, Agriculture, *Demography, Family Mobility, Family Planning, Heads of Households, Housing, Migration, Negro Population Trends, *Population Trends, *Rural Urban Differences, *Socioeconomic Influences
Population trends in the 1960's and early 1970's are examined in this 1972 speech in terms of overall national trends, the growth of

metropolitan areas, the rural population, geographic shifts, internal migration, the black population, and living arrangements. It is noted that population growth in the 1960's was unevenly distributed within age groups and also unevenly distributed geographically. Some rural-urban differences are also discussed: urbanization of the blacks continued at a rapid rate; rural population declined; and, although migration was an important element in the differential growth rates of states and of areas within the states, in most areas the bulk of the increase was due to the excess of births over deaths. A major conclusion is that continued population growth, though at a lower rate than in the recent past, is indicated. (PS)

ED 062 057 24 RC 006 087

Harkins, Arthur M. And Others

Indians and Their Education in Minneapolis and St. Paul. The National Study of American Indian Education, Series II, No. 5, Final Report.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0147

Pub Date Feb 72

Contract—OEC-0-8-080147-2805

Note—99p.

EDRS Price MF-\$0.65 HC-\$2.29

Descriptors—Academic Achievement, *American Indians, Community Attitudes, *Cultural Background, *Disadvantaged Youth, *Educational Problems, Elementary School Students, High School Students, Junior High School Students, Parent Attitudes, Racial Integration, Student Mobility, Teacher Attitudes, *Urban Youth

Identifiers—Minneapolis, St. Paul

Problems of American Indians living in Minneapolis and St. Paul, Minnesota, are discussed in the series of reports presented in this document. Information gathered by questionnaire forms the basis for the reports on junior high school Indian students, elementary school Indian students, teachers of elementary and junior high school Indian students, and attitudes of Indian parents and influential persons toward formal education. An examination of the educational portions of the 1968-69 Urban Indian Hearings held by the National Council on Indian Opportunity is also presented. Reported conclusions relating to the Indians in the metropolitan area are that there appears to be considerable need for (1) education for newly-arriving Indians; (2) vocational training for high school students; (3) job training for those of high school age; (4) college education for those who qualify; (5) home economics training for housewives; and (6) education as to metropolitan agencies, services, and resources. Recommendations based on these conclusions are presented. Related documents are ED 042 214, ED 040 798, and ED 045 275. (PS)

ED 062 058 24 RC 006 088

Hansen, Niles M.

Rural Poverty and the Urban Crisis. A Strategy for Regional Development.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—P-81-19-68-17

Pub Date 71

Note—363p.

Available from—Indiana University Press Book Publishers, 601 North Morton St., Bloomington, Indiana 47401 (\$12.50 plus shipping)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*American Indians, Cultural Factors, Demography, *Economic Development, Employment Trends, Farm Labor, Federal Programs, Industrialization, *Mexican Americans, Migration Patterns, *Poverty Research, Rural Areas, *Rural Urban Differences, Socioeconomic Influences, Tables (Data), Urbanization

Identifiers—Appalachia

Economic problems in rural and urban settings are discussed in this book. Central cities, suburbs, and rural areas are examined with particular emphasis on problems and opportunities in the South and in the Appalachian region. The regional commissions (the Ozarks Region, New England, etc.) and the role of the Economic Development Administration are also discussed.

In addition, economic conditions of American Indians and Mexican Americans are explored to show how general economic processes affect members of minority groups. Other areas covered in this book include the industrialization of rural America, urban policy in a mobile society, and labor mobility. A selected bibliography and an index of names are appended. (PS)

ED 062 059 RC 006 089

Feldhusen, John F. And Others

Early Identification of Delinquency Prone Youth. The Eau Claire County Youth Study, Phase IV, 1969-1972.

Public Health Service (DHEW), Atlanta, Ga. Center for Disease Control; Wisconsin State Dept. of Health and Social Services, Madison.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No—PHSR-5-R01-MH-17641-03

Pub Date 31 Mar 72

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Court Cases, *Delinquent Behavior, *Educational Problems, Health Conditions, Longitudinal Studies, Predictor Variables, Rural Urban Differences, *Rural Youth, *Social Adjustment, *Statistical Analysis, Tables (Data)

Identifiers—Eau Claire County, Wisconsin

Procedures for early identification of delinquency-prone youth in Eau Claire County, Wisconsin, are described in this report of a 1961-1972 study designed to delineate the problems of aggressive and disruptive classroom behavior as related to delinquency. Data collection began in 1961, when each 3rd-, 6th-, and 9th-grade teacher in Eau Claire County, Wisconsin, was asked to nominate 2 boys and 2 girls whose behavior was persistently aggressive and 2 boys and 2 girls whose behavior was persistently socially acceptable and productive (n=1550). This sample was then used for 3 previous phases of investigation (as reported in ED 014 335, ED 019 153, and ED 020 812) and for the present study, Phase IV. The method of investigation for Phase IV consisted of obtaining test scores and grades for the original 3rd and 6th graders; obtaining rank in graduating class for the original 6th and 9th graders; completion of The Behavior Problems Checklist for 12th graders; completion of social adjustment ratings by teachers on 8 aspects of behavior for 12th graders and the graduates; and collection of data from police and sheriff departments, welfare agencies, the juvenile court, a mental health agency, and the health department. From these data, variables were isolated for use in predicting academic achievement, social adjustment, health and welfare, and law contact. In the report, statistical analyses in terms of these variables are presented in tabular form, and manuals are provided for use in predicting behavior in terms of the variables that were isolated. (PS)

ED 062 060 RC 006 092

Smith, Michael R.

American Indian Civil Rights Handbook.

Commission on Civil Rights, Washington, D.C.

Report No—USCCR-CP-33

Pub Date Mar 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Civil Rights, Employment Problems, *Federal Laws, Housing, Juvenile Courts, Law Enforcement, *Legal Aid, *Legal Problems, Religion

The civil rights of American Indians, guaranteed by the Federal Constitution and the 1968 Indian Bill of Rights, are discussed in this handbook. The 3 kinds of rights discussed are (1) the freedom of religion, speech, press, and assembly; (2) the right to due process of law; and (3) the guarantee of equal protection under the laws, or freedom from discrimination. A directory of information on filing complaints is also presented, along with a listing (by states) of legal services programs of importance to Indians. (PS)

ED 062 061 RC 006 093

Political Participation of Mexican Americans in California. A Report of the California State Advisory Committee to the United States Commission on Civil Rights.

California State Advisory Committee to the United States Commission on Civil Rights.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date Aug 71

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizen Participation, Government Role, *Legislators, *Mexican Americans, *Political Influences, Public Officials, Racism, Rural Areas, Urban Areas, *Voting Rights

Identifiers—California

The California State Advisory Committee to the U.S. Commission on Civil Rights met on January 21-22, 1971, to discuss the political participation of Mexican Americans. This paper presents the committee's discussion and recommendations. Matters that are pertinent to the participation of Mexican Americans in the Political life of California are discussed. These matters include the issue of reapportionment and its effect on the Mexican American community, voter rights, influence in major political parties, political use of police and the courts, political appointments, and Mexican American political problems in both rural and urban areas. Political racism in California is also examined. The appendix includes letters to the State Assembly and State Senate and corresponding replies, a table carrying numbers of Spanish-surname votes (in 1 district) in the 1970 Democratic congressional primary election, and a discussion of Mexican American participation in California government. (NQ)

ED 062 062 RC 006 094

Paredes, American Paredes, Raymond

Mexican-American Authors.

Pub Date 72

Note—152p.

Available from—Houghton Mifflin Company, 6626 Oakbrook Boulevard, Dallas, Texas 75235 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Authors, Cultural Awareness, *Folklore Books, *Instructional Materials, Legends, *Mexican Americans, Proverbs, *Spanish American Literature, Supplementary Reading Materials

Nineteen selections by 12 Mexican American authors are given in this book containing selected pieces of Mexican American literature written (in English) over the past half century. The selections include legends, songs, adventure stories, poems, and a play (with accompanying topics for discussion provided with each selection). Various viewpoints and attitudes are expressed, with a number of the authors telling their own versions of the Chicano experience. A short biography of each author is given before his selections. Also included is a 64-item list of Spanish words and phrases with definitions. (NQ)

ED 062 063 RC 006 095

Momaday, Natachee Scott

American Indian Authors.

Pub Date 72

Note—151p.

Available from—Houghton Mifflin, 6626 Oakbrook Boulevard, Dallas, Texas 75235 (\$2.00)

Document Not Available from EDRS.

Descriptors—*American Indians, *American Literature, *Authors, Biographies, Books, Essays, Fiction, Folklore Books, *Instructional Materials, *Legends, Lyric Poetry, Supplementary Reading Materials

Twenty-six selections by 15 contemporary American Indian authors are given in this book. The selections—legends, ceremonial chants and prayers, poems, and stories—are accompanied by topics for discussion. Some of the selections deal with the supernatural, and some tell an actual story about the author. Pictures and short biographies of each author are included. A list of the major tribes in each state is also included. (NQ)

ED 062 064 RC 006 096

Leadley, S. M., Comp.

Working Papers on Rural Community Services.

Spons Agency—Department of Agriculture,

Washington, D.C.

Pub Date Mar 72

Note—100p.; Papers prepared for the National Workshop on Problems of Research on Delivery of Community Services in Rural Areas, Lincoln, Nebraska, December 13-16, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Charts, *Community Services, Consumer Economics, Economic Factors, *Evaluation, Health Services, Housing, Manpower Utilization, *Measurement, Research Design, *Rural Areas, *Rural Urban Differences, Social Development

The papers in this document represent statements prepared by scholars involved in various stages of 4 multi-state regional research projects on rural community services and presented at a 1971 national workshop on research problems in delivery of community services. The 2 major foci of these papers are (1) problems of measurement and assessment of adequacy of community services and (2) organization of service delivery systems. The 8 papers included are Problems of Measurement and Assessment of the Adequacy of Community Services: A Naive Viewpoint; Adequacy of Community Services: A Measurement Problem; Theoretical Concerns in the Measurement of Adequacy of Community Services and How to Assess Them in the Rural Areas; Rural Development and the Quality of Life in the Rural South: Concepts and Indicators in the S-79 Regional Project; Some Methodological Considerations for Rural Community Services Research; Organization of Public Service Delivery Systems for Rural Areas; Some Relevant Concerns and Issues in Research on Personal Health Delivery Systems with Special Emphasis on Non-metropolitan Areas; and, Housing Quality: Measurement and Assessment. (PS)

ED 062 065 88 RC 006 097
Statistical Data and Narrative. End of Project Report, 1968-1971, Volume I.

Western Nevada Regional Education Center, Lovelock.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Pub Date 26 Jun 71

Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—American Indians, Curriculum Planning, *Educational Objectives, Electronic Data Processing, Evaluation, Federal Programs, Minority Group Children, *Regional Planning, *Rural Areas, State Agencies, *Statistical Data, *Supplementary Educational Centers, Tables (Data)

Identifiers—Nevada

In 1968, the Nevada State Department of Education initiated the establishment of 2 ESEA (Elementary and Secondary Education Act) Title III supplementary centers to aid rural Nevada schools in educational planning. The stated mission of the centers was to assist member school districts in developing new and/or improved educational programs as a result of professional services related to projects adopted by the governing board of the centers. Statistical data and a narrative report are presented in this first volume of the end-of-the-project report. Statistical data are presented in terms of general project information, total school enrollment and project participants, Title III project staff, and services offered. The narrative report emphasizes project accomplishments in terms of state, regional, and center level goals and objectives. An evaluation summary is included, along with a general summary of major changes noted, spin-off activities, project modifications, assistance to other Federal projects, and meeting original educational needs. Appendices provide additional information on the Eastern and Western Nevada Regional Centers. (PS)

ED 062 066 88 RC 006 098
Systems Book for a Student Information System.

End of Project Report, 1968-1971, Volume II. Western Nevada Regional Education Center, Lovelock.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Pub Date 26 Jun 71

Note—311p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Costs, *Data Collection, *Electronic Data Processing, Ethnic Groups, Evaluation, *Information Systems, Research Design, *Rural Areas, *Student Records, Supplementary Educational Centers, Tables (Data)

Identifiers—Nevada

The necessary handbooks for use of the Student Information System (SIS), developed and tested by the Western Nevada Regional Education Center under a 1968-71 Title III (Elementary and Secondary Education Act) grant, are presented in this volume. As noted, the purpose of the SIS is to supply data and information to persons or organizations who make decisions affecting education in Nevada; the types of data incorporated in the SIS include student entry data (e.g., name and address), personnel data (e.g., transportation and learning or activity limita-

tions), standardized test scores, and student accounting (e.g., health data and academic records). In the document, the SIS design is described, and criteria for data collection are included. Pamphlets presented in the document include Sample Book, Using Student Data from Computer Printouts, Data Collector's Handbook, User's Book, Data Plotting System, and Developing an Educational Information System. The appendices provide information on the Op-Scan Data Collection Sheets and data error routines. (PS)

ED 062 067 88 RC 006 099
Technical Reports (Part I). End of Project Report, 1968-1971, Volume III.

Western Nevada Regional Education Center, Lovelock.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Pub Date 26 Jun 71

Note—207p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, Data Collection, *Electronic Data Processing, *Information Processing, *Rural Areas, Secondary Grades, State Agencies, Statistical Analysis, Student Records, *Supplementary Educational Centers, Tables (Data), *Technical Reports

Identifiers—Nevada

The pamphlets included in this volume are technical reports prepared as outgrowths of the Student Information Systems of the Western Nevada Regional Education Center (WN-REC) funded by a Title III (Elementary and Secondary Education Act) grant. These reports describe methods of interpreting the printouts from the Student Information System; methods of handling test data for school placement purposes; and methods of approximating IQ's or standardized test scores when neither of these is available. Pamphlets included in the volume are Student Placement in Mathematics Based on Previous Achievement, Overage Students and Students in Lowest Quartile, Using Student Data from Computer Printouts, Using Student Entry Data and Standardized Test Data, Secondary Courses Offered in the WN-REC Region, and Predicting Stanford Achievement Scores (National Percentiles) from Student Marks. (PS)

ED 062 068 88 RC 006 100
Technical Reports (Part II). End of Project Report, 1968-1971, Volume IV.

Western Nevada Regional Education Center, Lovelock.

Spons Agency—Division of Plans and Supplementary Centers, BESE.

Pub Date 26 Jun 71

Note—228p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Finance, *Information Processing, Minority Groups, Program Planning, *Rural Areas, Rural Urban Differences, Standardized Tests, *Statistical Analysis, Student Records, *Supplementary Educational Centers, Teacher Characteristics, *Technical Reports

Identifiers—Nevada

The pamphlets included in this volume are technical reports prepared as outgrowths of the Student Information System of the Western Nevada Regional Education Center funded by a Title III grant under the Elementary and Secondary Education Act of 1965. These reports demonstrate the use of the stored data; methods of interpreting the printouts from the Student Information System; methods of handling test data for school placement purposes; and methods of approximating IQ's or standardized test scores when neither of these is available. Pamphlets included in this volume are School Expenditures and Student Performance in Nevada, Personnel Factors and Student Performance, Analysis of Experimental Curricula, Curriculum Factors and Student Success, Standardized Testing, Social Structure and Transportation Effects on School Performance, and Student Performance Indicators. (PS)

ED 062 069 88 RC 006 102
The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest.

Mexican American Education Study. Commission on Civil Rights, Washington, D.C.

Report No.—MAES-III

Pub Date May 72

Note—77p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0500-0074, \$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Community Involvement, Community Role, *Cultural Awareness, Curriculum, Educational Needs, Educational Policy, English (Second Language), *Equal Education, *Mexican Americans, *Public Schools, Questionnaires, Research, School Community Relationship, *Surveys

Identifiers—Southwest

In this U.S. Commission on Civil Rights report, denial of equal opportunity to Mexican Americans by exclusionary practices in public schools is examined through information gathered at a Commission on Civil Rights hearing and a subsequent 1969 survey of school districts in Arizona, California, Colorado, New Mexico, and Texas having enrollments of more than 10% Spanish-surnamed students. Although some innovations oriented to closing the educational gap between Anglo and Mexican Americans were found, school systems generally had not recognized the culture and tradition of the Mexican American and had not adopted policies and programs enabling Mexican American students to participate fully in the benefits of the educational process. Of 3 types of programs that schools may use to meet the English language difficulty of Spanish-speaking students (bilingual education, English as a second language, and remedial reading), bilingual education was observed to be potentially the most advantageous to both Anglo and non-English-speaking students; however, bilingual programs were found in only 6.5% of the schools—possibly because of the great curricular change required. Suppression of the Spanish language was found to be the most overt area of cultural exclusion, followed by exclusion of relevant course content in terms of Indo-Hispanic history, heritage, and folklore. Exclusion of Mexican American community involvement was also noted: few school districts availed themselves of community advisory boards, contacts with the community, community relations specialists, and/or Mexican American educational consultants. Related documents are ED 052 849 and ED 056 821. (MJB)

ED 062 070 88 RC 006 103

Biglin, J. E. And Others

A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part I, A Summary of the Research Literature.

Southwestern Behavioral Inst., Flagstaff, Ariz.

Spons Agency—Kayenta Public School District, Ariz.

Pub Date Jul 71

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Anglo Americans, Annotated Bibliographies, *Education, *Literature Reviews, *Parent Attitudes, Public Schools, *Research, Reservations (Indian), Values

Identifiers—Hopi, Navajos

Purposes of this study were to determine what Navajo and Hopi parents desire of public education on the reservations, to identify significant values of the parents, and to modify and strengthen the school program in a manner consistent with the research findings. Part I, the first of an 8-volume report that is divided into 3 parts, deals with significant research and literature previously done on parental attitudes and values toward education on the Navajo and Hopi reservations. Part I was compiled to provide background information for this study, to serve as a summary to those working in Indian education, and to provide a guide to research literature for those desiring more in-depth information in this area. The document takes the form of a bibliography containing annotations, summaries, or excerpts with each of the approximately 80 citations; the works cited can be obtained from the Northern Arizona University Library, the Museum of Northern Arizona Library, or the Flagstaff Public Library, Flagstaff, Arizona (call numbers are provided with most citations). (LS)

ED 062 071 88 RC 006 104

Biglin, J. E. And Others

A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Chinle].

Southwestern Behavioral Inst., Flagstaff, Ariz.

Spons Agency—Kayenta Public School District, Ariz.

Pub Date Oct 71
Note—188p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Anglo Americans, *Cultural Factors, Curriculum, *Education, *Parent Attitudes, *Public Schools, Questionnaires, Research, Reservations (Indian), Rural Urban Differences, School District Autonomy, School Policy, School Services, Social Behavior, Social Factors, Tables (Data), Teacher Characteristics, Values
Identifiers—Hopis, Navajos

Objectives of this study were (1) to determine the parental attitudes of those parents who reside in the Chinle, Keams Canyon, Kayenta, Ganado, Window Rock, or Tuba City school district toward public education on the Navajo and Hopi reservations in the areas of teachers, curriculum, social behaviors of children, school services, school policies, control of schools, and comparison between types of educational systems on the reservations and (2) to test the significance of differences in attitudes between the parents as a function of educational level, age, social class membership, race, and rural-urban affiliation. Parental attitudes were measured by an instrument (appended to the report) especially designed for this study wherein 23 bilingual, trained interviewers made visitations to the homes of 520 parents, or about 10% of all parents enrolling children in the 6 public school districts participating in this study. Approximately 13% of the parent sample was non-Indian, while 87% was Indian. Each of the 97 items on the questionnaire was analyzed according to educational level, age, social class, race, and rural-urban affiliation. This volume reports the overall results from all 6 districts together and separate results from the Chinle district. Findings revealed, for example, that the teacher is the most influential single factor affecting the successful educational program and that the parents support the concept of vocational education, desire the teaching of Navajo or Hopi religion, and prefer that their children attend public school. (LS)

ED 062 072 RC 006 105
Biglin, J. E. And Others

A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Keams Canyon].

Southwestern Behavioral Inst., Flagstaff, Ariz.
Spons Agency—Kayenta Public School District, Ariz.

Pub Date Oct 71
Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Anglo Americans, *Cultural Factors, Curriculum, *Education, *Parent Attitudes, *Public Schools, Questionnaires, Research, Reservations (Indian), Rural Urban Differences, School District Autonomy, School Policy, School Services, Social Behavior, Social Factors, Tables (Data), Teacher Characteristics, Values
Identifiers—Hopis, Navajos

Objectives of this study were (1) to determine the parental attitudes of those parents who reside in the Chinle, Keams Canyon, Kayenta, Ganado, Window Rock, or Tuba City school district toward public education on the Navajo and Hopi reservations in the areas of teachers, curriculum, social behaviors of children, school services, school policies, control of schools, and comparison between types of educational systems on the reservations and (2) to test the significance of differences in attitudes between the parents as a function of educational level, age, social class membership, race, and rural-urban affiliation. Parental attitudes were measured by an instrument (appended to the report) especially designed for this study wherein 23 bilingual, trained interviewers made visitations to the homes of 520 parents, or about 10% of all parents enrolling children in the 6 public school districts participating in this study. Approximately 13% of the parent sample was non-Indian, while 87% was Indian. Each of the 97 items on the questionnaire was analyzed according to educational level, age, social class, race, and rural-urban affiliation. This volume reports the overall results from all 6 districts together and separate results from the Keams Canyon district. Findings

revealed, for example, that the teacher is the most influential single factor affecting the successful educational program and that the parents support the concept of vocational education, desire the teaching of Navajo or Hopi religion, and prefer that their children attend public school. (LS)

ED 062 073 RC 006 106
Biglin, J. E. And Others

A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Window Rock].

Southwestern Behavioral Inst., Flagstaff, Ariz.
Spons Agency—Kayenta Public School District, Ariz.

Pub Date Oct 71
Note—199p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Anglo Americans, *Cultural Factors, Curriculum, *Education, *Parent Attitudes, *Public Schools, Questionnaires, Research, Reservations (Indian), Rural Urban Differences, School District Autonomy, School Policy, School Services, Social Behavior, Social Factors, Tables (Data), Teacher Characteristics, Values
Identifiers—Hopis, Navajos

Objectives of this study were (1) to determine the parental attitudes of those parents who reside in the Chinle, Keams Canyon, Kayenta, Ganado, Window Rock, or Tuba City school district toward public education on the Navajo and Hopi reservations in the areas of teachers, curriculum, social behaviors of children, school services, school policies, control of schools, and comparison between types of educational systems on the reservations and (2) to test the significance of differences in attitudes between the parents as a function of educational level, age, social class membership, race, and rural-urban affiliation. Parental attitudes were measured by an instrument (appended to the report) especially designed for this study wherein 23 bilingual, trained interviewers made visitations to the homes of 520 parents, or about 10% of all parents enrolling children in the 6 public school districts participating in this study. Approximately 13% of the parent sample was non-Indian, while 87% was Indian. Each of the 97 items on the questionnaire was analyzed according to educational level, age, social class, race, and rural-urban affiliation. This volume reports the overall results from all 6 districts together and separate results from the Window Rock district. Findings revealed, for example, that the teacher is the most influential single factor affecting the successful educational program and that the parents support the concept of vocational education, desire the teaching of the Navajo or Hopi religion, and prefer that their children attend public school. (LS)

ED 062 074 RC 006 107
Biglin, J. E. And Others

A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Ganado].

Southwestern Behavioral Inst., Flagstaff, Ariz.
Spons Agency—Kayenta Public School District, Ariz.

Pub Date Oct 71
Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Anglo Americans, *Cultural Factors, Curriculum, *Education, *Parent Attitudes, *Public Schools, Questionnaires, Research, Reservations (Indian), Rural Urban Differences, School District Autonomy, School Policy, School Services, Social Behavior, Social Factors, Tables (Data), Teacher Characteristics, Values
Identifiers—Hopis, Navajos

Objectives of this study were (1) to determine the parental attitudes of those parents who reside in the Chinle, Keams Canyon, Kayenta, Ganado, Window Rock, or Tuba City school district toward public education on the Navajo and Hopi reservations in the areas of teachers, curriculum, social behaviors of children, school services, school policies, control of schools, and comparison between types of educational systems on the reservations and (2) to test the significance of differences in attitudes between the parents as a function of educational level, age, social class membership, race, and rural-urban affiliation.

Parental attitudes were measured by an instrument (appended to the report) especially designed for this study wherein 23 bilingual, trained interviewers made visitations to the homes of 520 parents, or about 10% of all parents enrolling children in the 6 public school districts participating in this study. Approximately 13% of the parent sample was non-Indian, while 87% was Indian. Each of the 97 items on the questionnaire was analyzed according to educational level, age, social class, race, and rural-urban affiliation. This volume reports the overall results from all 6 districts together and separate results from the Ganado district. Findings revealed, for example, that the teacher is the most influential single factor affecting the successful educational program and that parents support the concept of vocational education, desire the teaching of the Navajo or Hopi religion, and prefer that their children attend public school. (LS)

ED 062 075 RC 006 108
Biglin, J. E. And Others

A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Tuba City].

Southwestern Behavioral Inst., Flagstaff, Ariz.
Spons Agency—Kayenta Public School District, Ariz.

Pub Date Oct 71
Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Anglo Americans, *Cultural Factors, Curriculum, *Education, *Parent Attitudes, *Public Schools, Questionnaires, Research, Reservations (Indian), Rural Urban Differences, School District Autonomy, School Policy, School Services, Social Behavior, Social Factors, Tables (Data), Teacher Characteristics, Values
Identifiers—Hopis, Navajos

Objectives of this study were (1) to determine the parental attitudes of those parents who reside in the Chinle, Keams Canyon, Kayenta, Ganado, Window Rock, or Tuba City school district toward public education on the Navajo and Hopi reservations in the areas of teachers, curriculum, social behaviors of children, school services, school policies, control of schools, and comparison between types of educational systems on the reservations and (2) to test the significance of differences in attitudes between the parents as a function of educational level, age, social class membership, race, and rural-urban affiliation. Parental attitudes were measured by an instrument (appended to the report) especially designed for this study wherein 23 bilingual, trained interviewers made visitations to the homes of 520 parents, or about 10% of all parents enrolling children in the 6 public school districts participating in this study. Approximately 13% of the parent sample was non-Indian, while 87% was Indian. Each of the 97 items on the questionnaire was analyzed according to educational level, age, social class, race, and rural-urban affiliation. This volume reports the overall results from all 6 districts together and separate results from the Tuba City school district. Findings revealed, for example, that the teacher is the most influential single factor affecting the successful educational program and that parents support the concept of vocational education, desire the teaching of the Navajo or Hopi religion, and prefer that their children attend public school. (LS)

ED 062 076 RC 006 109
Biglin, J. E. And Others

A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Kayenta].

Southwestern Behavioral Inst., Flagstaff, Ariz.
Spons Agency—Kayenta Public School District, Ariz.

Pub Date Oct 71
Note—209p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, Anglo Americans, *Cultural Factors, Curriculum, *Education, *Parent Attitudes, *Public Schools, Questionnaires, Research, Reservations (Indian), Rural Urban Differences, School District Autonomy, School Policy, School Services, Social Behavior, Social Factors, Tables (Data), Teacher Characteristics, Values
Identifiers—Hopis, Navajos

Objectives of this study were (1) to determine the parental attitudes of those parents who reside in the Chinle, Keams Canyon, Kayenta, Ganado, Window Rock, or Tuba City school district toward public education on the Navajo and Hopi reservations in the areas of teachers, curriculum, social behaviors of children, school services, school policies, control of schools, and comparison between types of educational systems on the reservations and (2) to test the significance of differences in attitudes between the parents as a function of educational level, age, social class membership, race, and rural-urban affiliation. Parental attitudes were measured by an instrument (appended to the report) especially designed for this study wherein 23 bilingual, trained interviewers made visitations to the homes of 520 parents, or about 10% of all parents enrolling children in the 6 public school districts participating in this study. Approximately 13% of the parent sample was non-Indian, while 87% was Indian. Each of the 97 items on the questionnaire was analyzed according to educational level, age, social class, race, and rural-urban affiliation. This volume reports the overall results from all 6 districts together and separate results from the Kayenta district. Findings revealed, for example, that the teacher is the most influential single factor affecting the successful educational program and that the parents support the concept of vocational education, desire the teaching of Navajo or Hopi religion, and prefer that their children attend public school. (LS)

ED 062 077 RC 006 110

Biglin, J. E. And Others

A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part III, Parental Values.

Southwestern Behavioral Inst., Flagstaff, Ariz. Spons Agency—Kayenta Public School District, Ariz.

Pub Date Apr 72

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Anglo Americans, *Cultural Factors, Curriculum, Education, *Field Interviews, Parent Attitudes, *Projective Tests, Research, Reservations (Indian), Social Factors, Tables (Data), *Values
Identifiers—Hopi, Navajos

In order to determine what the parents of children attending public school on the Navajo and Hopi reservations want of education, a random sample of 10% of all parents having 1 or more children in attendance in 1 of the 6 public school districts on the reservations was taken. For the segment of the study described in this volume, a projective-type test was developed and administered in parents' homes by interviewers who were selected (by recommendations obtained through local chapter houses) as being respected and skilled in bilingual communication. The transcripts resulting from parents' responses to the 3 pictures and 5 questions of the projective test were then analyzed, and 10 "ideal" values common to all parents were identified by means of a count on themes (key words) running through the transcripts. Significant differences between types of parents in the sample were then identified as a function of racial affiliation, and 10 "behavioral" values were identified for the Indian parent and 10 for the non-Indian parents. It was concluded that Indian parents have a strong desire for (1) quality education for their children, (2) a strong economic base, (3) vocational programs, (4) bilingual programs, and (5) local control of schools. This document contains samples of the transcripts, discussions of the ideal and behavioral values that were identified, and a copy of the projective test. (LS)

ED 062 078 RC 006 111

Arizona State Economic Opportunity Office: Annual Report, Calendar Year Ending December 31, 1971.

Arizona State Economic Opportunity Office, Phoenix.

Pub Date 31 Dec 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Community Action, Community Development, *Community Programs, *Economic Development, *Economic Disadvantage, Education, Employment Pro-

grams, Family Planning, Health Services, Job Development, Legal Aid Projects, Neighborhood Centers, Self Help Programs

Identifiers—Arizona

Presented is the 5th annual report of the Arizona State Economic Opportunity Office (SEOO). The purpose of the report is to provide interested agencies, public officials, and the general public an overview of SEOO programs operating in Arizona. The report gives descriptions and purposes of these various programs and discusses grants received by SEOO. A 2-page summary of a 1971 study on causes of poverty in Arizona is also provided. Following descriptions of community action projects (by county or Indian community action agency), all single-purpose programs of record in the state office are described. Tables provide statistical data on recipients of public assistance funds (by county), assistance payments (by program), and demography of Arizona counties and Indian tribes in terms of population, income, welfare status, and labor force. A related document is ED 050 880. (MJB)

ED 062 079 RC 006 112

Dropouts in the Texas Small Schools Project, 1966-1971.

Texas Small Schools Project, Austin.

Pub Date Apr 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Dropout Characteristics, *Dropout Rate, *Dropout Research, *Dropouts, Educational Research, Questionnaires, Sex Differences, *Small Schools

Determining the age, grade, sex, and reason for withdrawal for each dropout in the Texas Small Schools Project during 1966-71, this study is based on a 79% questionnaire response from the project schools, the results of which are compared with results from a 1964 study. The 1964 study revealed, for example, that 10th grade was by far the dominant dropout grade for males; the 1972 study, although maintaining a high 10th-grade dropout rate, showed a more even distribution of dropouts throughout the high school years. Female dropout patterns were similar in both studies, with high dropout percentages in the 10th and 11th grades. Age 17 emerged as the dominant dropout age in the 1972 study, as compared with the previous dominant dropout age of 16 years. In the 1972 study, decreases were noted in 6th and 7th grade dropouts, in the male-to-female dropout ratio, in overall dropout percentage rates, and in students leaving school for a single reason. Marriage, low scholastic ability, and dissatisfaction with school were the predominant single reasons for dropping out. Included in the report along with findings of the study are 4 figures and appendices showing the questionnaire and the 108 member schools that participated in this study. A related document is ED 019 145. (MJB)

ED 062 080 24 RC 006 114

Webster, Loraine Schleif, Mabel

The Creation of Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota. Final Report.

South Dakota Univ., Vermillion.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—P-1-H-031

Pub Date 31 Mar 72

Grant—OEG-8-71-0024(509)

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Childrens Books, Culture, Elementary Grades, *English (Second Language), Etiology, Evaluation, History, Legends, Preschool Children, Reading Ability, Reading Development, Reading Level, *Reading Materials, Reading Research, Self Concept, *Story Reading, Vocabulary Development

Identifiers—Sioux

In order to improve self-concepts, inculcate pride of heritage, and improve use of English by building larger speaking and reading vocabularies in Sioux Indian children, 2 sets of simple books were developed. The 1st set of books, the "Read Aloud Stories," contains 10 illustrated books intended to be read to preschool and early elementary students who are not proficient readers. Each story, of Sioux origin, conveys a simple con-

cept to the child concerning his Indian heritage. Reading grade levels as determined by the Spache Readability Formula are grades 1.9 to 3.4, although the books have been read aloud or used as readers through 6th grade. Although evaluation of these books has been limited (they have been used in 7 schools), reports by teachers using the books have been favorable. The 2nd set of books, the "Rebus Reading Book Series," contains 10 illustrated books intended for use as supplementary readers in grades 1.779 through 2.2488 (Spache Formula). In these books, adaptations of Indian folk tales introduce readers to Indian cultural history. Interview-questionnaire technique showed the use of rebuses to reduce vocabulary load and allow for anticipation of unknown structure words. No statistical analysis was used due to the limited number of subjects. Included in this 3-part report on preparation of these materials are preliminary project information, overviews of the 2 sets of books in terms of preparation and final product, evaluations of the 2 series, tables of readability analysis (by book), appendices showing resource materials and the questionnaire, and bibliographies of materials used in book preparation. RC 006 115 and RC 006 116 contain the book sets. (MJB)

ED 062 081 24 RC 006 115

Webster, Loraine Schleif, Mabel

[Read Aloud Stories Series: A Product of a Project to Create Stories and Beginning Reading Materials for Pre-School Indian Children in South Dakota.]

South Dakota Univ., Vermillion.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—P-1-H-031

Pub Date 31 Mar 72

Grant—OEG-8-71-0024(509)

Note—178p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Childrens Books, *Cultural Awareness, *Elementary Grades, History, Language Arts, Legends, Reading Level, *Reading Materials, Story Reading, Vocabulary Development

Identifiers—Sioux

The "Read Aloud Stories" series in this document consists of 10 booklets, each containing an illustrated story of Sioux origin which is intended to be read to preschool and early elementary non-proficient readers (grades 1.9 to 3.4). Each story is designed to convey a simple concept concerning the child's Indian heritage as well as to improve use of English by building larger speaking and reading vocabularies. A description of each story follows: "Little Kitten Earns a Name" illustrates early Sioux naming practices; "A Different Kind of Calendar" depicts the Sioux lunar calendar; "The Story of the Peace Pipe" presents a traditional Indian legend; "Tommy's Vision" shows the importance of spirits and the vision quest among the Sioux; "A Visit to the Zoo" shows the importance of the buffalo to the early culture of the Plains Indians; "An Old Indian Game" depicts a common game of the Sioux and shows the importance of the horse to the Plains Indians; "An Indian Artist" portrays the role of men and women in the important Indian arts and crafts; "The Wacipi" shows the importance of traditional Indian dances and how the pow-wow of today provides continuity for the Wacipi; and "Winning the Eagle Feather" portrays the importance of the eagle and the honor conferred upon the individual who earned the right to wear an eagle feather. (MJB)

ED 062 082 24 RC 006 116

Webster, Loraine Schleif, Mabel

[Rebus Reading Book Series: A Product of a Project to Create Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota.]

South Dakota Univ., Vermillion.

Report No.—P-1-H-031

Pub Date 31 Mar 72

Grant—OEG-8-71-0024(509)

Note—178p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Childrens Books, *Cultural Awareness, *Elementary Grades, English (Second Language), Folk Culture, History, Language Arts, Legends, Preschool Children, Reading Level, *Reading Materials, Story Reading, Vocabulary Development

The "Rebus Reading Book Series" in this document consists of 10 booklets, each containing an illustrated story adopted from an Indian folk tale. The booklets, intended for use as supplementary readers, are designed to introduce readers in grades 1.7 to 2.2 to Indian cultural history as well as to improve use of English by building larger speaking and reading vocabularies. A description of each story follows: "Why the Robin Has a Red Breast" depicts how the robin singed his breast to help an Indian boy; "Flying Jack Rabbit Gets His Name" shows how a little boy gets his name by saving the jack rabbit from the eagle; "Why the Bear Has a Short Tail" tells how the fox tricks the bear into ice fishing with his tail; "A Brave Scout" depicts how a buffalo hunt becomes a sad event for Red Leaf when wolves come to eat the buffalo; "The Magic Basket" reveals how the cedar tree helps the village women by giving a magic basket that loses its magic when the women become lazy; "The Kind Bean-Mouse" tells how the bean-mouse helps a hungry family that is punished when the selfish mother steals from the mouse; "How the Indians Got Fire" depicts how the wolf and other animal friends help the Indians get fire from 2 old women; "Fish for All" tells how the wolf tricks 2 old women so he can open the dam and let out the fish; "Why the Bees Can Sting" reveals how the Great Spirit gave stingers to bees so they could drive away the bear who stole their honey; and "Dark Cloud" tells why some animals hibernate all winter. (MJB)

RE

ED 062 083 RE 004 032

Northwest Multi-Service Educational Center.
Northwest Multi-Service Educational Center, Valparaiso, Ind.

Bureau No.—BR-67-2793

Pub Date 31 Aug 70

Note.—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Inservice Teacher Education, Instructional Materials, Reading Clinics, *Reading Diagnosis, Reading Difficulty, *Reading Instruction, *Regional Cooperation, *Remedial Reading, Retarded Readers, *Supplementary Educational Centers

The general objective of this Title III project was a massive attack upon reading problems in the public and nonpublic schools of Northwest Indiana. Under this project, the Northwest Indiana Elementary and Secondary School Cooperative was formed among 32 public school corporations. Disabled readers of normal intelligence were identified, individual pupil reading difficulties were diagnosed, and a treatment prescription was given to his teacher. Instructional materials were also developed to assist the teacher with instruction. An intense inservice reading program was conducted with 8,906 teacher participants. In addition, 106 teachers have taken undergraduate course work in reading, and 30 of these have completed the clinical practicum course and are serving as reading clinicians with the Northwest Educational Center. From pretest and post-test comparison, it was found that successful intervention of failure patterns was achieved in 80 percent of the cases seen by the reading clinic. (AW)

ED 062 084 RE 004 034

Kelly, Thomas F.
Homogeneous Grouping and the Individualization of Instruction in Remedial Reading in an Intermediate School.

Pub Date 72

Note.—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Homogeneous Grouping, *Individualized Instruction, *Intermediate Grades, Reading Difficulty, Reading Improvement, Reading Instruction, Reading Research, Remedial Reading, *Remedial Reading Programs, *Retarded Readers

A remedial reading program designed for intermediate-grade students who read from 1 to 7 years below grade level was studied. The program provided individualized instruction within classes homogeneously grouped on the basis of reading level only. Six seventh-grade classes were studied, with three acting as homogeneously grouped experimental classes and three acting as controls.

All groups contained white, black, and Puerto Rican boys and girls, but sex and race were not factors in group establishment. Class sizes ranged from 22 to 28 students, and experimental students were transferred whenever reading levels changed. Materials were specially chosen to meet experimental class needs. Oral and silent reading, charts of progress, programmed materials, and skill developmental exercises were used in experimental classes. Pretests and posttests administered in September and June were analyzed using t-tests. All comparisons demonstrated significantly better gains in reading ($p < .01$) for the experimental groups. This was true for all races and both sexes. It was concluded that homogeneous grouping was of considerable value in this remedial reading program for intermediate-grade students. Tables and references are included. (MS)

ED 062 085 RE 004 066

Egeland, Byron Winer, Ken

Teaching Children to Discriminate Letters of the Alphabet Through Errorless Discrimination Training.

Pub Date Apr 72

Note.—9p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discrimination Learning, *Error Patterns, Feedback, *Letters (Alphabet), *Preschool Children, Reading Research, *Reinforcement, Sequential Learning, *Word Recognition

Each of two experimenters taught one set of 32 prekindergartners to discriminate four different letter combinations (R-P, Y-V, C-G, and K-X). Each set of children was randomly selected and assigned to two treatment conditions. The treatment consisted of three warm-up trials, 10 actual training trials, and four post-test trials on a match-to-sample task. The errorless discrimination training group (EDT) was not given any feedback for each trial, while the reinforcement-extinction group (RE) was told after each trial if his responses were correct or incorrect. Error numbers during training trials and criterion trials were separately analyzed. The mean number of errors was 4.06 for the EDT group and 16.89 for the RE group. None of the other main effects or interactions were significant. The mean error during the post-test trials was 2.95 for the EDT group and 6.53 for the RE group. The sequence main effect and the interactions were insignificant. However, there was a main effect for experimenter; the author felt that the difference could be accounted for by the increased number of errors made by the RE group in Set II. Table and reference are included. (AW)

ED 062 086 RE 004 073

Arduff, David G.

Recent Trends in the Reading Levels of Delinquent Boys.

Pub Date Apr 72

Note.—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Delinquency, Delinquency Causes, Delinquency Prevention, Delinquent Behavior, Delinquent Identification, Delinquents, *Educational Retardation, *Reading Failure, Reading Instruction, Remedial Reading, *Retarded Readers

The role of reading retardation as a factor in juvenile delinquency was examined in a study which sought (1) to determine a correlation between retardation over a 5-year period and (2) to observe any changes which might have occurred in the relationship since a 1915 study. Boys committed to a St. Paul, Minnesota, boys' residential treatment center over a 5-year period from 1966 to 1971 were used as subjects. Interviews; intelligence, reading, arithmetic, and spelling tests; and personality inventories administered at the time of referral to the center provided data for analysis. The results indicated that reading grade levels of delinquents remained stable over the 5-year period and showed consistent retardation. Little change in the relationship between retardation and delinquency could be found since 1915. It was concluded that while retardation cannot be said to be a cause of delinquency, it is felt that remediation may be a factor in rehabilitating delinquents. Tables and references are included. (MS)

ED 062 087 RE 004 077

McConkie, George W. And Others

Experimental Manipulation of Reading Strategies.

Pub Date Apr 72

Note.—23p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Prose, *Questioning Techniques, *Reading Comprehension, Reading Research, *Reading Speed One-hundred and forty undergraduates were divided into seven equal groups; each group read five passages and then answered one of seven types of questions. However, after reading the sixth passage, all subjects received the same type of questions. Reading time for each passage was recorded, and students were encouraged to read faster. Significant group differences in reading speed did not occur for the first passage, but did occur for the last passage ($p < .01$) (these two passages were the same for all subjects). A second experiment replicated part of the first experiment under conditions in which subjects were encouraged to slow down and to answer questions correctly. Results from the two experiments were compared. It was found that experiment 1 subjects read significantly faster than comparable groups in experiment 2 ($p < .001$), but they also received significantly lower scores than the latter. No other effects were significant. References and figures are included. (AW)

ED 062 088 RE 004 078

Enri, Linnea C. Richardson, Dana

Antonym Adjective Contexts and the Facilitation of Noun Pair Learning in Children.

Pub Date Apr 72

Note.—16p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Form Classes (Languages), *Nominals, *Paired Associate Learning, *Recall (Psychological), Sentence Structure, Structural Analysis, *Structural Grammar

Second and sixth graders were asked to learn noun pairs linked by various types of verbal connectives: Verbs, unmarked and marked comparative adjectives, polar antonym adjective pairs, and conjunctions. Results indicated that all contexts produced better learning than conjunctions, that comparative adjective effects were superior to the polar-pair condition which consisted of conjoined noun phrases. Also, in all conditions, first- and final-position nouns were found to prompt equivalent recall. It was concluded that results provide compelling evidence for the operation of adjective structures as mnemonic organizers in younger as well as older children and that they challenge imagistic accounts of the verb facilitation effect. Tables and a bibliography are included. (AW)

ED 062 089 RE 004 079

Geyer, John J.

Implications of Information Processing to Reading Research.

Pub Date Apr 72

Note.—13p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Processing, *Interdisciplinary Approach, *Models, Psycholinguistics, Psychology, Reading Diagnosis, *Reading Instruction, Reading Research, Remedial Reading

Information processing is discussed as a rapid coalescing of basic disciplines around a point of view with relevance to the reading processes and ultimately to learning to read. Two types of reading models under information processing are analyzed: the O-type model which delineates the organismic systems operating between input and output at a psychological level, and the S-type model which concerns the transformations of the information itself from the printed pattern into meaningful language of a form appropriate to the intended output. These models are conceived of as contributing not directly to reading instruction, but to serve as a seminal focus for further research in a variety of disciplines. Some of these processes unfamiliar to reading teachers should add genuinely new dimensions to the teaching of reading, since they provide a more precise basis

for diagnosis and remediation and could serve a taxonomic function for the structuring of individualized reading programs. The author feels that it is the researcher's job to find out more about these processes so that research could move from the laboratory into the classroom. References are included. (AW)

ED 062 090 RE 004 081

Martin, Cleslen J. Herndon, Mary Anne
Comprehension of Telegraphic Prose.
Pub Date Apr 72

Note—3p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Stimuli, *College Students, *Reading Comprehension, *Reading Research, *Reading Speed, *Telegraphic Materials, Visual Stimuli

The effects of telegraphic prose upon the comprehension of written and auditorily presented messages were tested. Two separate experiments were conducted. Subjects for the first experiment were 60 undergraduates enrolled in a remedial reading program; subjects for experiment 2 were 100 undergraduates enrolled in an introductory educational psychology course. In both experiments subjects were randomly assigned to four treatment groups: visual-traditional, visual-telegraphic, auditory-traditional, and auditory-telegraphic. The groups read or listened to a fictional story in either the traditional prose or the telegraphic form and then answered 20 questions on the passage. Four dependent variables were analyzed: total number correct on the test, reading rate, reading time, and S-scores (number of nested items correct minus the number of disjunctive items correct). It was found in both experiments that the amount of time spent reading the telegraphic versions was less than one-half the time spent reading the traditional passage; but there was approximately 12 percent less comprehension demonstrated by the telegraphic groups versus the traditional groups. No interaction was found between the visual-auditory variable and the traditional-telegraphic variable. (AW)

ED 062 091 RE 004 082

Harris, Albert J.
Rationale and Description of "Basic Elementary Reading Vocabularies."
Pub Date May 72

Note—12p.; Paper presented at the meeting of the International Reading Association, Detroit, Michigan, May, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Basic Vocabulary, Comparative Analysis, *Computer Programs, Content Reading, *Elementary Grades, Reading Materials, *Textbooks, *Word Lists

The Harris-Jacobson Basic Elementary Reading vocabularies contain 7,613 words found to be basic in 14 series of textbooks for grades 1 through 6. They include a core list, an additional list, a technical vocabulary, and a total alphabetical list. Comparisons with the Dale list and the Botel list show very high degrees of overlapping with the appropriate part of the Harris-Jacobson list. Comparisons have also been made with the Taylor list, the Kucera-Francis list, and the American Heritage list. Despite marked differences in the techniques used in compiling some of these lists, there is substantial agreement about the words that are basic for reading in the elementary school. References are included. (Author/AW)

ED 062 092 RE 004 084

Wong, Martin R.
Variables Affecting Interference in Meaningful Verbal Learning.
Pub Date Apr 72

Note—13p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, Inhibition, *Interference (Language Learning), Intermode Differences, *Learning Characteristics, *Literature Reviews, *Prose, *Retention, Structural Analysis, Testing Problems, Time Factors (Learning)

Literature on forgetting in prose learning was reviewed to establish the relative importance of five variables: (1) the definition of prose and the organizational structure of the material implied in the definition; (2) the time factor; (3) the mode

of criteria measurement; (4) the similarity factor; and (5) strength of learning. Each of these was considered in turn and its relative contribution assessed. It was found that (1) all kinds of stimulus materials have been used in studying interference effects in prose learning—the most common type being constructed passages with identifiable elements that would be switched for interpolated learning and later directly tested for retention; (2) similarity seemed to be a determining variable as in paired-associate learning; (3) timing seemed to be an important factor; (4) the mode of testing influenced quantitatively the measured degree of learning and recall; and (5) strength of original and interpolated learning appeared to be a significant factor. A bibliography is included. (AW)

ED 062 093 RE 004 088

Boldovici, John A. And Others
An Evaluation of the Pittsburgh Reading is Fundamental Program.
American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Report No.—AIR-24900-11-71-FR
Pub Date Nov 71

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childrens Books, Community Cooperation, Community Involvement, *Demonstration Programs, Library Extension, *Program Evaluation, Reading Development, *Reading Habits, Reading Interests, Reading Materials, *Reading Programs, School Community Cooperation

Identifiers—*Reading is Fundamental

A study of one of the model "Reading is Fundamental" (RIF) programs located in Pittsburgh, Pennsylvania, was made to determine the success of the program and to formulate suggestions for changes. RIF is a program in which free or inexpensive books are made available in a community through schools, libraries, and other local organizations in order to encourage reading for enjoyment. For this study, questionnaires given to students, parents, teachers, principals, librarians, and student aides were evaluated. It was found that the overall reaction to the program was favorable. Children found the books were fun to read and they enjoyed sharing them with their families and friends; teachers and librarians felt the program had helped motivate children to read and resulted in positive effects which could be seen in the classroom and the library; parents found their children reading and enjoying books; principals felt the program should be continued; and student aides felt that their home visitations and individual work with children were valuable to the children and to themselves. Suggestions for changing the program, a survey of books distributed by subject and reading level, sample questionnaires, tables, and references are included. (AL)

ED 062 094 RE 004 089

RIF's Guide to Developing a Program.
Smithsonian Institution, Washington, D.C.
Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*National Organizations, *Pilot Projects, Program Budgeting, Program Development, Program Evaluation, *Program Guides, Program Planning, *Reading Interests, *Reading Programs

Identifiers—*Reading is Fundamental Program

The Reading is Fundamental program is funded by the Ford Foundation and sponsored by the Smithsonian Institution. Its advisory board is composed of people from diverse fields. It is designed to motivate children to read through experiencing the joy and pride of owning books of their own choice, and its purpose is to help develop and give technical assistance to a variety of model projects throughout the United States. This guide contains suggestions for starting an RIF project based mainly on the experiences of the pilot and model projects. Separate sections deal with the organization, funding, development, evaluation, and new directions of RIF programs. Types of assistance offered by the National RIF Office are outlined. (AW)

ED 062 095 RE 004 090

RIF's Guide to Book Selection. Supplement 2.
Smithsonian Institution, Washington, D.C.
Pub Date 71

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Booklists, *Elementary Grades, *Ethnic Groups, Negro Youth, Program Guides, *Reading Interests, *Reading Programs, Spanish American Literature, Spanish Speaking

Identifiers—*Reading is Fundamental Program

The Reading is Fundamental program is funded by the Ford Foundation and sponsored by the Smithsonian Institution. It is designed to motivate children to read through experiencing the joy and pride of owning books of their own choice. Its purpose is to help develop and give technical assistance to a variety of model projects throughout the country. This supplement to the RIF Guide to Book Selection is prepared to assist RIF projects and other similar programs to select and purchase inexpensive books, mainly paper backs, at the elementary level. Approximately 1,350 titles are included in this listing under a general list and sections for black, Indian, and Spanish-speaking elementary students. Books are listed alphabetically under the publisher. Each entry also includes information on suggested reading and interest levels, price, and a brief descriptive annotation. (AW)

ED 062 096 RE 004 094

Koran, Mary Lou Koran, John J., Jr.
Differential Response to Question Pacing in Learning from Prose.
Pub Date Apr 72

Note—15p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude Tests, *College Students, Memory, *Prose, *Questioning Techniques, *Reading Comprehension, *Retention, Verbal Ability

In an experiment designed to explore the interaction of individual differences with question pacing in learning from written materials, 93 college students were administered aptitude tests representing verbal and memory abilities and then randomly assigned to treatments in which questions were placed after every one or four pages or were omitted from a prose passage. Post-test analysis of relevant and incidental retention showed that relevant retention increased with question insertion; however, no between-group differences were found in incidental retention. Multiple regression analysis of Aptitude X Treatment interactions showed that aptitude measures interacted significantly with treatment conditions for incidental retention. Tables and references are included. (Author/AW)

ED 062 097 RE 004 097

Rubin, Rosalyn And Others
The Relationship of Speech Articulation to Reading and Related Language Skills: A Review. Interim Report 12.
Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-1176

Pub Date Feb 72

Grant—OEG-32-33-0402-6021

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Speech), *Language Development, Oral Reading, Reading Ability, *Reading Development, Reading Readiness, *Reading Research, Retarded Readers, Retarded Speech Development, Silent Reading

An extensive review of the literature on the relationship of speech articulation to reading and other language skills has revealed few studies in which relevant variables were clearly defined and carefully controlled. Results of past investigations fail to provide conclusive data due to the lack of consistency in defining disability groups, lack of adequate control groups in studies of intervention techniques, and lack of comparability among measures of educational outcomes (for example oral vs. silent reading tests) used in different studies. Evidence has been found of a small but definite relationship between articulation and other language skills: reading, vocabulary, and other lexical and grammatical errors. Relationships are stronger when oral tests are used to measure the language function (oral reading, reading readiness). Relationships also tend to be stronger when younger children are used as subjects, partly because oral tests must be used when dealing with very young children. There is a great

deal of overlap in reading achievement between groups of children with articulation difficulty and those with normal speech. Further research is recommended. References are included. (AL)

ED 062 098 RE 004 107

Slobodzin, Evelyn B.

Training Reading Teachers at the Graduate and Undergraduate Level—There Should Be a Difference.

Pub Date May 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Detroit, Mich., May 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education Majors, Goal Orientation, Graduate Students, *Individual Differences, Knowledge Level, Practicums, *Reading Instruction, Role Perception, *Teacher Education Curriculum, Undergraduate Study

Common elements exist in undergraduate and graduate education of reading teachers in knowledge, skills, attitudes and experience; however, the two groups, differing in teaching experiences and preparing for different roles, require different programs. The first group seeking the skills for effective teaching of reading in a classroom requires continuing guided exposure and opportunities to test their abilities within regular classrooms in order to recognize and understand the interrelatedness of psychological principles, the function of reading in the classroom, and the characteristics of group and individual learning. Given these supervised experiences with many opportunities for discussion on problems encountered, they should be able to function at a level where they use their acquired knowledge and skills consciously. The second group, influenced greatly by past teaching experience and presenting an even greater spread of capabilities than the undergraduates, requires more careful screening in terms of performance and, frequently, specific placement into undergraduate work prior to admission into graduate study. Programs for admitted students should be individually designed according to their future roles. Graduate study should consist of advanced study—not remediation for inadequacies in undergraduate training. References are included. (Author/AW)

ED 062 099 RE 004 109

Gibson, Madelyn

Language Arts: Acceleration.

Dade County Board of Public Instruction, Miami, Fla.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Behavioral Objectives, *Content Reading, Course Content, Multisensory Learning, *Program Guides, Reading Comprehension, *Reading Instruction, Reading Speed, Resource Materials, *Secondary Grades, *Study Skills, Teaching Techniques, Visual Perception

Identifiers—*Quinmester Program

This program guide outlines an advanced laboratory course using multimodal materials from junior high school to college which is designed to improve reading and comprehension, visual and auditory efficiency, and study skills. Each student begins at a test-determined level and progresses as skill and efficiency increase. The basic purpose is to provide students with an opportunity to practice those reading skills which will be most helpful to them in reading the quantities of materials required in many content courses. Performance objectives, rationale, course content, teaching strategies, student resources, and teacher resources are included. (AW)

ED 062 100 RE 004 110

Blumenfeld, Marian J.

Language Arts: Reading for Meaning.

Dade County Board of Public Instruction, Miami, Fla.

Pub Date 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Course Content, Listening Skills, *Program Guides, *Reading Comprehension, *Reading Instruction, Reading Skills, Resource Materials, *Secondary Grades, Teaching Techniques, Tests

Identifiers—*Quinmester Program

A skills development course for secondary grades is outlined which is designed to improve skills in reading for understanding via the identification of main and subordinate ideas, reading and listening for directions and purposes, and reading and listening for information. It is aimed to assist both students with satisfactory performance and students with lower achievement. Sections on performance objectives, assessment devices, rationale, range of subject matter, teaching strategies, teacher resources and student resources are included. A list of assessment instruments is also given. (AW)

ED 062 101 RE 004 119

Noland, Ronald G., Ed. Wright, Jone P., Ed.

Comments on Individualized Reading.

Auburn Univ., Ala. Dept. of Elementary Education.

Pub Date 72

Note—80p.; Proceedings of the Reading Conference, Auburn University, Auburn, Alabama, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Individualized Instruction, *Individualized Reading, Informal Reading Inventory, Language Development, Reading Comprehension, *Reading Diagnosis, Reading Games, *Reading Instruction, Reading Materials, Teaching Methods

Thirteen papers from the 1971 Auburn University Reading Conference reported on various aspects of individualized reading, including informal diagnosis of reading skills, the role of oral and silent reading, classroom organization, media and materials for teaching reading, affective behavior related to reading, simulation games and their uses in teaching reading, the comprehension of written materials, evaluation and record keeping, adapting materials for skill development, and teaching/learning situations conducive to learning. The papers are introduced and concluded with comments from the editors. An appendix contains a sample informal reading skills inventory. Most of the papers include bibliographies. (AL)

ED 062 102 RE 004 120

Jacobson, Milton D.

Developing and Comparing Elementary School Word Lists by Computer.

Pub Date May 72

Note—14p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Reading, *Computational Linguistics, Information Processing, Instructional Materials, Textbooks, Vocabulary, *Word Lists

The procedures for compiling a new elementary word list using computers are described. Words were taken from 127 books in fourteen series of widely used elementary textbooks. The compilation procedures consisted of (1) input: putting the lists into the computer, (2) processing of the vocabulary into compiled lists, (3) output: production of the actual word lists. Rules set up to determine whether inflected forms of words would be included are described. Capitalized proper nouns, abbreviations, word parts, and hyphenated words were deleted. Scanning programs were used to correct and proofread initial lists. The processing of the words resulted in four kinds of lists: (1) the Core List (words which were included in three or more of the six reader series), (2) the Additional List (words found in four or more different series excluding Core words), (3) four Technical Lists, and (4) a Total Alphabetical List in which all the lists were merged and put in alphabetical order. A comparison between this list and four other word lists is made. Sample printouts, tables of data, and references are included. (AL)

ED 062 103 RE 004 121

Johnson, Ronald E.

Rater's Predictions of the Recallability of Expository Prose as Related to Actual Recall.

Pub Date Apr 72

Note—4p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, Educational Research, Learning Processes, Memory, *Prediction, Predictive Measurement, Reading Processes, *Recall (Psychological), *Retention

Studies, Structural Analysis, *Structural Linguistics

A study was conducted to discover whether college students could predict which linguistic subunits of expository prose would be recalled. Comparison was made between the predicted subunits and the actual subunits recalled. Subjects were presented with 650 or 810 word prose passages and informed that they would be tested on their recall of passages at some time in the future. Half the subjects were tested immediately after reading the passages and half were tested after a seven-day interval. Two trained raters made judgements as to which linguistic subunits would be recalled. An independent group of 48 raters were given details of the experiment and asked to predict which phrase units they would recall had they been subjects in the experiment. The textual passages were ranked according to their predicted recalls and then divided into four groups ranging from highest to lowest predicted recall. The results showed that the predictions of which subunits would be recalled were generally accurate. It was suggested that raters could discriminate differences in meaningfulness among the units and could perceive differences in structural importance of linguistic subunits. References and tables are included. (AL)

ED 062 104 RE 004 130

Ollila, Lloyd And Others

The New Canadian Reading Readiness Test Research.

Pub Date May 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Factor Analysis, Measurement Techniques, Predictive Ability (Testing), Reading Ability, Reading Development, Reading Readiness, *Reading Readiness Tests, *Reading Research, Reading Skills, *Test Construction, Testing Programs

A Canadian study designed to develop a reading readiness battery which would include proven types of prereading measures and newly conceived predictors is discussed. The goals of the study were to identify and develop indexes of reading readiness for the child's concept of the reading task, his perceptual ability, his linguistic competence and his level of cognitive functioning, to determine the factorial nature of the domain of reading readiness, and to determine the best combination of tests to predict reading achievement. Thirteen tests of specific skills and abilities were grouped into one battery and administered to 97 elementary school students from various school districts. Test results were correlated and factor analyzed. It was found that one general readiness factor accounted for nearly one-half the total variance of the tests. Three additional factors were identified: listening, conceptualizing, and literacy behavior. It was concluded that to serve a diagnostic function, a readiness test must have a range of subtests. Tables and bibliography are included. (AL)

ED 062 105 RE 004 132

Jordan, Abbie H.

Reading Instruction for Disadvantaged Children.

Pub Date May 72

Note—11p.; Paper presented at the meeting of the International Reading Association, Detroit, Mich., May 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, *Disadvantaged Youth, Individualized Reading, Inservice Programs, *Inservice Teacher Education, Instructional Improvement, Reading Development, Reading Instruction, Reading Programs, *Remedial Reading Programs, Secondary Grades, *Teacher Workshops

A discussion of reading instruction for disadvantaged children leads the author to explore previous definitions of "disadvantaged" and redefine the goals in teaching disadvantaged children. Individualized reading instruction is urged and two programs—one in Florence, South Carolina, and one in Gary, Indiana—are compared. The Florence program was designed to increase the students' self-confidence by providing ways for them to experience success in listening, speaking, reading, and writing. The Gary program agreed that self-confidence building was important but emphasized the cognitive more than the affective domain. The Florence program included an initial administration of reading tests to the students, a screening of teachers to find which

ones wanted to teach classes of disadvantaged students, and a five day inservice workshop for teachers. The workshop outlined objectives, emphasized the importance of teaching students at their own levels, and deemphasized the importance of drill in teaching reading skills. The Gary program had only a one-half day workshop in which traditional, cognitive approaches to reading were outlined. Recommendations for reading programs for the disadvantaged are made. References are included. (AL)

ED 062 106 RE 004 153

Milchus, Norman J.

A Study of the Effects of First Grade Prescriptive Teaching Based on Weaknesses Diagnosed by Kindergarten Prereading Tests. Final Report.

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—BR-9-E-059

Pub Date 71

Grant—OEG-5-9-325059-0040(010)

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Correlation, *Diagnostic Teaching, *Diagnostic Tests, Educational Diagnosis, Grade 1, Kindergarten, Multiple Regression Analysis, *Predictor Variables, Prereading Experience, Reading Ability, *Reading Research. The Wayne County Pre-Reading Program for Preventing Reading Failure is an individually, diagnostically prescribed, perceptual-cognitive-linguistic development program. The program utilizes the largest compilation of prescriptively coded, reading readiness materials to be assigned prior to and concurrent with first-year reading instruction. The Wayne County Pre-Reading Test's eight subtests determined the assignment of appropriate materials, lessons, and games. The deHirsch Predictive Index, on which the Pre-Reading Test was patterned, was also given. The first graders in three experimental and three matched control schools were sampled and compared on reading achievement at the end of the first grade with standardized reading tests. Factor analysis was used to reduce the number of teacher and classroom variables. The hypothesis that the Wayne County Pre-Reading Program would increase reading achievement at the end of the first grade was confirmed. The Wayne County Pre-Reading Test with the Self-Concept and Motivation Inventory (SCAMIN) exceeded the predictability of the deHirsch Predictive Index. All of the subtests of the Pre-Reading Test were significant contributors to the regression equations except Categories. Word Recognition I and II, Word Matching, Word Reproduction, and Reversals were the highest and most consistent predictors along with Achievement from SCAMIN. Tables of data, sample tests, and references are included. (AL)

SE

ED 062 107 SE 012 028

Lucas, A. M.

ASEP—A National Curriculum Development Project in Australia.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Jun 71

Note—18p.; Occasional Paper Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Education, *Curriculum Development, *Educational Objectives, Environmental Education, International Education, *Program Descriptions, Science Education, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Australian Science Education Project. A brief outline of the Australian educational system, emphasizing the organization of science education in the various states, provides the framework for a description of the origin, role, and function of the Australian Science Education Project (ASEP) established jointly in 1969 by the Federal and State governments. The aims of the project, all consistent with the broad aim "to design science experiences which contribute to the development of children," are listed, and the relationship of the environmental and social

themes to the aims and procedures of ASEP is discussed. Criteria for the selection of topics to be developed are illustrated by synoptic descriptions of some tentatively planned units. Brief comments on the involvement of teachers and planned formative evaluation of the units are made, and the intended open-ended and open-sided nature of some units is discussed. The project will terminate in 1973 when units will be available for use in grades seven through ten. A shorter version of this paper appeared in "Science Education", Volume 56, 1972. (AL)

ED 062 108 SE 012 579

Schoenfeld, Clay

Everybody's Ecology. A Field Guide to Pleasure and Perception in the Out-of-Doors.

Pub Date 71

Note—316p.

Available from—A. S. Barnes and Co., Inc., Cranbury, New Jersey 08512 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Conservation Education, *Ecology, Enrichment, *Guides, Natural Resources, Outdoor Education, *Perception, Preservation

This primer of ecological principles serves as a practical guide to pleasure and perception in the out-of-doors-pleasure in the simple values and rustic charms of outdoor recreation and in an ecological understanding of the great web of life; and perception of our beautiful yet threatened environment and of the individual practices and policies that can preserve and enhance our natural inheritance. Using the language of ecology to illuminate the enjoyment, appreciation, and conservation of natural processes, the author shows how we can enjoy the outdoors to the maximum, at the same time preserving the land, fields, and streams that are invaluable to our planet. The book is a series of sketches about hunting and fishing, hiking and touring, camping and cabins, scenery and sewage, cityscape and countryside. It discusses citizens in action in environmental management, and the ecological rules of the game. An amusing and salient feature is an imaginary set of reports from Sammy the Squirrel, an unusual animal who leaves his woodland to go to the capital as a lobbyist for conservation. Through his eyes one gets a comical yet thoughtful view of the oneness of man and environment. (BL)

ED 062 109 SE 012 624

Environmental Quality, The First Annual Report of the Council on Environmental Quality together with the President's Message to Congress.

Council on Environmental Quality, Washington, D.C.

Pub Date Aug 70

Note—340p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (0-389-110 \$1.75)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Annual Reports, *Environmental Education, Environmental Research, *Federal Programs, Land Use, Natural Resources, *Pollution, Resource Materials

This report traces current environmental trends and assesses the adequacy of natural resources to fulfill human and economic needs. It reviews programs and activities of federal, state, and local governments and nongovernment entities or individuals, detailing effects on the environment. Ways are suggested for remedying the deficiencies of existing programs and activities. Major sections of the publication are: (1) Understanding Environmental Problems; (2) Federal Organization for Environmental Quality; (3) Water Pollution; (4) Air Pollution; (5) Man's Inadvertent Modification of Weather and Climate; (6) Solid Wastes; (7) Noise, Pesticides, and Radiation; (8) Population, Growth and Resources; (9) Land Use; (10) International Cooperation; (11) Citizen Participation; (12) Environmental Education; and (13) Present and Future Environmental Needs. Appendices include a number of Presidential messages and legislative acts related to the environment. (Author/CP)

ED 062 110 SE 012 651

Dreyfus, Daniel A.

A Definition of the Scope of Environmental Management.

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.

Pub Date Jan 70

Note—29p.; Committee Print, 91st Congress, 2nd Session

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, Environmental Education, *Federal Government, Federal Programs, *Management, Natural Resources, *Policy, *Reports, Resource Materials

This report is a condensation of an unpublished paper by Daniel Dreyfus, a member of the professional staff of the Committee on Interior and Insular Affairs. Dreyfus develops a classification system of environmental management activities which has as its purpose to partially remove the present disagreement upon the scope of environmental management and lack of commonly accepted definitions of its concepts. (Author/CP)

ED 062 111 SE 013 306

Gillie, Angelo C. Pratt, Arden L.

Marine Technology Programs: Where We Are and Where We're Going.

American Association of Junior Colleges, Washington, D.C.

Pub Date 71

Note—55p.

Available from—American Association of Junior Colleges, 1 Dupont Circle, N. W., Washington, D. C. 20036 (\$3.00)

Document Not Available from EDRS.

Descriptors—College Programs, *Conference Reports, Curriculum Development, Earth Science, *Junior Colleges, *Marine Technicians, *Oceanology, Program Descriptions, *Scientific Manpower, Subprofessionals

This report synthesizes and summarizes the presentations and discussion at the 1970 Conference on Training of Marine Technicians in the Junior Colleges. These issues relating to marine technology education are considered: how valid manpower predictions can be translated into meaningful program development; how involvement between potential employers and educators make possible successful programs; aspects of curriculum development in marine technology; facilities and equipment, especially the training vessel (boat); the problems associated with the recruitment and retention of students; and faculty and administrators. The appendix contains a list of the 21 institutions represented at the conference, each of which offers at least one program related to marine technology with an associate of arts degree. A description of each of these programs is provided. In addition, the appendix lists the participants at the conference and also lists over 90 positions for marine technicians. (PR)

ED 062 112 SE 013 432

Alexander, D. Murray

A Project to Develop Modules of Physics Instruction for Future Technicians.

De Anza Coll., Cupertino, Calif.

Pub Date Feb 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, Course Organization, *Curriculum Development, *Physics, Science Course Improvement Project, *Technical Education

Identifiers—Technical Physics Project

Modules of physics instructional materials, each focusing on a particular physical system of interest to technical students, are being developed at four separate centers and coordinated by a Technical Physics Project Steering Committee. A typical module, constituting from one to three weeks of a physics course, will include a statement of behavioral objectives, entry/exit tests and a resource document for the instructor, as well as the instructional program. The latter will describe student investigations related to the system and lead the student to the understanding and skills necessary for him to meet the stated objectives. Although the main focus of each module will be on understanding how its physical system works, the intention is that a selected series of modules should introduce students to the major ideas and principles of physics central to their future role as technicians. The choice of systems and levels of treatment will be coordinated by the Steering Committee to provide adequate overlapping. Thus, instructors may vary their selection of modules to create courses which match local interests and degrees of sophistication. The project aims to produce forty to fifty modules over a four year period and to evaluate the use of these materials on a national scale. (Author/TS)

ED 062 113

SE 013 433

Aron, A. B.
Anatomy of a Physical Science Course for Future Elementary Teachers and Non-Science Majors.
 Washington Univ., Seattle.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, *Course Descriptions, Curriculum Development, *General Education, *Individualized Instruction, *Physical Sciences, *Physics, Unit Plan

Identifiers—College Introductory Physical Science

Challenged by the patterns of inquiry and learning inherent in the new elementary science curricula, a new program was developed to prepare future elementary teachers to handle the new materials with some degree of security and competence. The University of Washington Physics Department has developed a new course in physical science, conducted in an individualized self-paced manner, with laboratory investigation, observation, and manipulation preceding all discussion and motivating the formation of concepts and models. The course begins with selected portions of College Introductory Physical Science (CIPS) and continues with selected portions of The Project Physics Course. The course runs for three quarters, and students must take two quarters to receive credit with the third quarter optional. No formal lectures are presented; rather, small group discussions are held with students who are at a common place in the course. Students take oral or written examinations as they finish sections of the course and then proceed to the next section. (YS)

ED 062 114

SE 013 438

Smith, Anthony Wayne
Ecological River Basin Management.

Pub Date Oct 71

Note—4p.; Address delivered at the American Water Resources Conference (7th, Washington, D. C., October 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ecological Factors, Ecology, Environment, *Management, Natural Resources, Social Sciences, *Speeches, Technology, *Water Resources

Identifiers—River Basins

Addressing the Seventh American Water Resources Conference, Washington, D. C., October, 1971, Anthony Wayne Smith, President, National Parks and Conservation Association, presents an expose on how rivers should be managed by methods which restore and preserve the natural life balances of the localities and regions through which they flow. The outmoded and destructive objectives of water resources management currently practiced by government agencies and regulated utilities is discussed in relation to technological advances. The big dam system is attacked, together with the system of water management which it presupposes. This includes such aspects as irrigation, reclamation projects, hydroelectric power, flood control, water supply, pollution abatement, navigation, low-flow augmentation, and recreation. To prevent pollution, strict regulations which will equalize costs are necessary. Also, a complete reversal of present river basin management policies by public agencies, public utilities, and private business is called for. The concept of full development, expressing modern preoccupation with technology and engineering, must be changed to an approach of ecological management. Management and development which will supply all human needs can and must be provided by methods which are compatible with the preservation of the life environment. (BL)

ED 062 115

SE 013 439

Smith, Anthony Wayne
The Community of Life.

Pub Date Oct 71

Note—4p.; Address delivered at the Annual Meeting of The Humane Society, Newport, Rhode Island, October 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ecology, Ethical Values, *Humanism, *Interagency Cooperation, Organizations (Groups), Preservation, Responsibility, *Speeches, *Wildlife Management

Anthony Wayne Smith, President, National Parks and Conservation Association (NPCA), delivered this address before the Annual Meeting

of The Humane Society of the United States, Newport, Rhode Island, October, 1971. Reviewing the philosophy and activities of the NPCA, he discloses how the wildlife preservation movement of the NPCA needs the help of the humane movement to protect wild animals for their own sake, for scientific, aesthetic, and educational purposes, and for the enjoyment and appreciation of people who care for animals. Dangers facing wildlife, endangered plant species, and pressures of a rising human population are also considered as part of man's concern, responsibility, and respect for all life. He must recreate his sense of the community of life, of the interrelationship of all living things. Cooperation between humane and conservation movements for common causes is, therefore, advocated with each lending the other increasing support in the years ahead. To this end man must build up coalitions, submerging individual differences, to cope strongly with environmental matters. (BL)

ED 062 116

SE 013 441

Van Pelt, W. F. And Others

Laser Fundamentals and Experiments.

Southwestern Radiological Health Lab., Las Vegas, Nev.

Spons Agency—Public Health Service (DHEW), Rockville, Md. Environmental Health Service.

Report No.—BRH-SWRHL-70-1

Pub Date May 70

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, Instructional Materials, Laboratory Experiments, *Lasers, Optics, *Physics, Science Activities, *Science Equipment, Secondary School Science

As a result of work performed at the Southwestern Radiological Health Laboratory with respect to lasers, this manual was prepared in response to the increasing use of lasers in high schools and colleges. It is directed primarily toward the high school instructor who may use the text for a short course in laser fundamentals. The definition of the laser, laser operation, properties of laser light, biological effects of laser light, laser applications, safety in classroom laser use, and experiment section (equipment necessary for experiments) are included in this manual. This manual is written in a manner to give an intuitive understanding of the device and its inherent properties. The instructor is expected to be conversant with certain of the classical elementary theories of light. (Author/TS)

ED 062 117

SE 013 442

National Clearinghouse for Drug Abuse Information Report Series, Series 11, No. 1.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Jan 72

Note—15p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, Drug Abuse, *Drug Education, Information Science, *Reports, *Research, Social Sciences, *Stimulants

Identifiers—Cocaine

Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on cocaine. Background information is provided through a summary of its history, legal status, and the opinions of authorities in the field. Significant research on the subject is presented together with major findings on various aspects of the problem. The pharmacology, chemistry, clinical effects (physiological, psychological, and behavioral), treatment, and patterns of use of the drug are dealt with. Bibliographic references are also listed. (BL)

ED 062 118

SE 013 443

National Clearinghouse for Drug Abuse Information Report Series, Series 12, No. 1.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Jan 72

Note—12p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, Drug Abuse, *Drug Education, Information Science, Narcotics, *Reports, *Research, Social Sciences, *Stimulants

Identifiers—Methadone

Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on methadone. Background information is provided through a summary of its history, legal status, and the opinions of authorities in the field. Significant research on the subject is presented together with major findings on various aspects of the problem. The pharmacology, chemistry, clinical and physiological effects, treatment, and patterns of use of the drug are dealt with. Bibliographic references are also listed. (BL)

ED 062 119

SE 013 447

Beyer, Mary K., Comp.

A Topical List of Theses and Dissertations in Health Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—48p.

Available from—NEA Publications Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (244-25104 \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Bibliographies, Doctoral Theses, Health, *Health Education, Masters Theses, Publications, *Reference Materials, *Research, Schools

Titles of theses and dissertations directly related to school health and school health education have been selected for inclusion in this compilation. Although each citation is listed only once by author and is not cross-referenced, categories are defined to aid in locating specific titles. These include: (1) Community and Public Health, (2) Curriculum Development, (3) Evaluation—health knowledge, attitudes, and practice; instruments, (4) Health and Physical Education, (5) Health Instruction—general; materials and resources; methods and techniques; misconceptions; needs and interests, (6) History and Biography, (7) Professional Preparation, (8) Research: Techniques and Analysis, (9) School Health Services, (10) Total School Health Program, and (11) Specific Health Topics—driver and traffic safety; environmental health; mental health, nutrition and weight control; safety; sexuality, marriage, and family life; and stimulants and depressants. Resources used in locating the titles were "Completed Research in Health, Physical Education, and Recreation", Volume 1 (1959) through Volume 10 (1968); "Research Quarterly", (March 1958 through May 1969); "Health, Physical Education, and Recreation Microcard Bulletin", Volume I (1949) and Volume II (May 1969); and "Dissertation Abstracts", Volume 20 (1960) through Volume 29 (February 1969). (BL)

ED 062 120

SE 013 458

Elliott, Walter E.

Student Perceptions of College Physics and Physics Teachers.

Pub Date Feb 72

Note—17p.; Paper presented at the American Association of Physics Teachers Annual Meeting, 41st, San Francisco, California, February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Science, Comparative Analysis, Evaluation, Mathematics, *Physics, Physics Teachers, *Student Attitudes, Student Characteristics

This study sought answers to the question: In what ways were selected attitudes and other characteristics of college physics students related to their perceptions of physics and mathematics courses and of physics and mathematics teachers? The students were those enrolled in all sections of both the calculus and non-calculus oriented, three quarter sequenced, introductory general physics courses offered at California State Polytechnic College during Winter Quarter, 1971. The results indicated that students felt mathematics was more relevant and more palatable than physics. Physics courses were perceived as relatively low in stimulation, personal usefulness, social value, historical value, and political value. The laboratory experiences were described as not exciting intellectually, not personally useful, and not supportive of the lectures. Students who had

high school physics held decided perceptual advantages over students who had not had high school physics. (Author/TS)

ED 062 121 SE 013 495

Haines, Andrew And Others
Environmental Awareness Sampler.
Pub Date Aug 71

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Curriculum Development, *Elementary Grades, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, Learning Activities, Social Sciences, *Teaching Guides

This sampler for teachers provides information for initiating and dealing with environmental studies in the classroom. Utilizing an interdisciplinary approach, behavioral objectives related to environmental awareness are listed for social studies, science, mathematics, language arts, health, physical education, recreation, music, and local geography. These objectives attempt to show how much environmental education may already be a part of the curriculum. Following these are two sets of charts to help the teacher understand how behavioral objectives may be used in the design of an environmental education curriculum. One set is centered on four basic concepts involving social, cultural, technological, and ecological implications. The other emphasizes individual objectives and associated outcomes. Also included are a variety of activities in different disciplines, sample lessons for both primary and intermediate grade levels, discussion questions and ideas, working procedures for selected activities, sample data collection charts, a glossary of terms, and a case study involving land use and town government. (BL)

ED 062 122 SE 013 497

Dunbar, Arice

Testing for Air Pollution.

Agricultural Research Service (DOA), Washington, D.C.

Pub Date Jan 72

Note—8p.; Science Study Aid No. 5

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0100-1619, \$0.10)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, Elementary School Science, Environmental Education, *Experiments, *Instructional Materials, Secondary School Science, Student Projects, *Teaching Guides

Three experiments are presented in this Science Study Aid to provide the teacher with some fundamental air pollution activities. The first experiment involved particulates, the second deals with microorganisms, and the third looks at gases in the atmosphere. Each activity outlines introductory information, objectives, materials required, procedure to follow, and discussion questions. Space is provided for completing charts and graphs and taking notes. This study aid is not intended to be a complete teaching unit, rather, a supplement to a regular program providing up-to-date, research related activities. (BL)

ED 062 123 24 SE 013 503

Documentation Report, Self-Paced Physics, Classification of Learning Objectives.

Naval Academy, Annapolis, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date Sep 71

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, College Science, Course Objectives, *Criterion Referenced Tests, *Educational Objectives, *Individualized Instruction, *Physics, *Taxonomy

Identifiers—Self Paced Physics

The purpose of this study was to develop a taxonomy which would categorize high level physics problem-solving behaviors, and to examine the usefulness of such a classification system. This classification of learning objectives is based on complexity, a nonarbitrary measure which does not rely upon comparison between students but rather is based on the number of computational steps required. An experiment was conducted to compare the results of criterion referenced items

based on the classification scheme with problem difficulty. Significant differences indicated that performance on more complex problems could not be predicted on the basis of zero or one step problems. Included are samples of zero-step, one step and multiple step criterion test items. The computer programs used to analyze the data are also included. The project was carried out by the New York Institute of Technology and was funded by the U. S. Office of Education. (TS)

ED 062 124 24 SE 013 504

Documentation Report, Self-Paced Physics, Course Evaluation.

Naval Academy, Annapolis, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date Sep 71

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, College Science, Comparative Analysis, *Course Evaluation, *Individualized Instruction, *Physics, *Student Attitudes, *Student Testing

Identifiers—Self Paced Physics

A self-paced, individualized, multimedia physics course developed by the New York Institute of Technology for the U. S. Naval Academy with funds provided by the U. S. Office of Education is evaluated. Student performance is measured by "core problems." A core problem is a terminal objective in problem form. The student uses his results as a basis for choosing one of three alternatives: to proceed to the next core problem, to try the core prime problem (a variation of the core problem), or to address a sequence of enabling problems (illustrating major steps for the achievement of the core problem). In comparisons with "conventional" instruction, no achievement differences were found between the forms of instruction. However, reasons were cited which indicated that under the conditions of the experiment the self-paced students were placed at a disadvantage with respect to these criteria. It was concluded that the individualized, self-paced system makes a substantial difference in performance over conventional instruction. Included are evaluations of the media used and the cost effectiveness of the program. Extensive tables of statistical data are added as appendices. (Author/TS)

ED 062 125 24 SE 013 505

Documentation Report, Self-Paced Physics, Course Development.

Naval Academy, Annapolis, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date Sep 71

Note—172p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, *Course Descriptions, Curriculum Development, Individualized Instruction, *Instruction, *Instructional Materials, *Physics

Identifiers—Self Paced Physics

A systems approach was applied to the development of a multimedia computer managed course in college physics for the U. S. Naval Academy by the New York Institute of Technology with funds provided by the U. S. Office of Education. The experience in the construction of the program is incorporated into a course development model to serve as a prototype for construction of similar programs in other hard science courses. Extensive record keeping capabilities of the program allow it to serve as a vehicle for educational research. The course is individualized; self-paced with an iterative process of successive tryouts and revisions. Each student's learning experience is individualized by offering optional routes through the learning materials using various media. Over a thousand measurable behavioral objectives were developed to completely specify the performance which the program should elicit. The media components, testing, remedial materials, and laboratories are described. (TS)

ED 062 126 SE 013 510

Proceedings of the Conference on Meteorological Education and Training in Developing Countries in Africa.

World Meteorological Organization, Geneva (Switzerland).

Report No—WMO-300

Pub Date Dec 70

Note—362p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On loan)

Document Not Available from EDRS.

Descriptors—College Science, *Conference Reports, Curriculum Development, *Developing Nations, Earth Science, International Programs, *Meteorology, Scientists, Secondary School Science, *Technical Education

Identifiers—*Africa

The problems relating to education and training of meteorological personnel in Africa are considered in the papers contained in this conference report. The papers are presented in seven sessions and pertain to the following: introductory lectures; various categories of meteorological personnel to be trained, including applications of meteorology to the different sections of economic development as well as for the protection of human environment; training facilities in Africa; attracting young people into the meteorological profession, problems related to the retention of trained staff, education of the public on meteorological matters and the inclusion of meteorological subjects in the curricula of secondary schools; impact of advances in the science of meteorology on training, role of computing techniques in the future development of meteorological services in Africa, and refresher courses and retraining; role of the universities in the education and training of meteorological personnel; and other related topics. (Author/PR)

ED 062 127 SE 013 511

Retallack, B. J.

Compendium of Lecture Notes for Training Class III Meteorological Personnel.

World Meteorological Organization, Geneva (Switzerland).

Report No—WMO-291

Pub Date 71

Note—381p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On loan)

Document Not Available from EDRS.

Descriptors—*College Science, Earth Science, *International Programs, *Meteorology, Resource Materials, *Technical Education

This compendium of lecture notes provides a course of study for persons who may be involved in a variety of specialized meteorological tasks. The course is considered to be advanced and assumes students have had introductory experiences in meteorology and earth science (covered in a similar compendium). The material is presented in seven units which cover a variety of topics including dynamic and synoptic meteorology, surface and upper air observations and computations, meteorological codes, meteorological transmissions and aeronautical meteorology. (PR)

ED 062 128 SE 013 512

Tilden, Paul M.

Toward an Environmental Policy.

National Parks and Conservation Association, Washington, D.C.

Pub Date 71

Note—197p.

Available from—National Parks and Conservation Association, 1701 Eighteenth Street, N.W., Washington, D.C. 20009 (\$5.95 paper bound, \$12.95 hard cover)

Document Not Available from EDRS.

Descriptors—*Anthologies, Chronicles, *Conservation Education, *Environment, Environmental Education, Environmental Influences, *Essays, Literature Reviews, Organizations (Groups), *Policy Formation, Social Sciences

This anthology of key editorials from the National Parks and Conservation Association (NPCA) magazine, "The Environmental Journal," is both a history of environmental awareness in the United States and a history of the part NPCA has played in bringing about the growth of this awareness. Covering the years 1958-1971, the sense of change in attitudes and philosophy is portrayed throughout the volume. It traces the evolution of American conservation to its present form as a goal of national policy, coupled with an intimation of approaches which may be taken in the future. Overall, the views presented indicate an increasing tendency to deal with entities rather than fragments; with problems rather than parts; with man's place in nature rather than with man and the rest of nature. One hundred eighty-eight selections are included. (BL)

ED 062 129

SE 013 518

Health Concepts, Guides for Health Instruction.
American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 67

Note—57p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (244-0777 \$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Development, Curriculum Planning, Data, Elementary Grades, *Fundamental Concepts, *Guides, *Health Education, Secondary Grades

Concepts and supporting data pertaining to major health problems facing youth today as well as those anticipated in the next decade are enumerated in this resource. The material is designed as a reference for curriculum planners and classroom teachers in developing curriculum and teaching guides, units and instruction, and other curriculum materials at the state and local levels for elementary and secondary schools. Format of the book allows for concepts to be listed in bold-face type in the margin with the supporting data beside them. Subject areas cover: accident prevention, aging, alcohol, disaster preparedness, disease and disease control, economics of health care, environmental conditions (water supplies and pollution control, food protection, occupational health, air pollution), evaluation of health information, family health, international health, mental health, ionizing radiation, nutrition, and smoking. A short presentation is made on how this conceptual approach can be used as a stimulus to action. (BL)

ED 062 130

SE 013 520

Schlitt, Dorothy M. And Others
Life: A Question of Survival.

Pub Date 72

Note—294p.

Available from—Pawnee Publishing Company, Inc., Boulder, Colorado 80302

Document Not Available from EDRS.

Descriptors—Biological Sciences, *Environmental Education, *Instructional Materials, *Junior High School Students, Learning Activities, Problem Solving, Secondary School Science, *Textbooks

The purpose of this textbook is to provide junior high school students with the knowledge they will need to effect the changes that must be made for survival, to provide an environment that can sustain and flourish life, and understand and appreciate the aesthetic, social, and scientific implications of environmental problems. Organized around everyday problems, the problems of survival and the problems of science, the text is activity centered. Questions, problems, and investigations are oriented for the student to develop skills in identifying and solving problems rationally and systematically. Each of the seven units: (1) Organization for Survival, (2) Adaptation for Survival, (3) Food for Survival, (4) Utilizing Food, (5) *Surviving the Environment, (6) Responding to the Environment, and (7) Perpetuating the Species: Survival Through Time - is divided into three or four major ideas or topics, complete with subdivisions, investigations, and self-check questions. A summary, list of references for further reading, and set of self-test questions appear at the end of each chapter. Marginal notes throughout the book are a source of additional information and numerous photographs and diagrams enrich the written material. (BL)

ED 062 131

SE 013 530

National Clearinghouse for Drug Abuse Information Selected Reference Series, Series 4, No. 1.
National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Jan 72

Note—29p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Drug Abuse, Literature Reviews, Reference Materials, *Reproduction (Biology), *Research

This bibliography, which attempts to gather the significant research on the reproductive effects of

the drugs of abuse, is one in a series prepared by the National Clearinghouse for Drug Abuse Information on subjects of topical interest. Selection of literature is based on its currency, its significance in the field, and its availability in local bookstores or research libraries. The goal is to present an overview of the existing literature, but is not meant to be comprehensive or definitive in scope. Citations on this subject are categorized as general articles, cannabis and derivatives, hallucinogens, depressants, narcotics, and other drugs of abuse. The items compiled are directed toward students writing research papers, special interest groups (such as educators, lawyers and physicians), and the general public requiring more resources than public information materials can provide. (BL)

ED 062 132

SE 013 534

Halacy, D. S., Jr.

Now or Never: The Fight Against Pollution.

Pub Date 71

Note—203p.

Available from—Four Winds Press, 50 West 44th Street, New York, New York 10036 (\$5.95)

Document Not Available from EDRS.

Descriptors—Citizen Participation, *Ecological Factors, *Environment, Environmental Influences, *Literature, *Pollution, Quality Control, Science Education

Documented in this book are the staggering problems of pollution, the facts and figures about pesticides, waste disposal, air, water, noise, and atomic pollution. In asking the question, "Is there a solution?" Mr. Halacy examines what (if anything) is being done to attack the problems, as well as the many promising technological innovations to solve them. Suggestions are offered on what readers can do to help, stressing the importance of becoming knowledgeable about the specific causes of local problems and bringing them to the attention of other concerned citizens, legislators, and administrators. One especially enraging example of constructive community effort is described, the amazingly successful clean-up of London's once dangerously polluted air and water. Numerous photographs help elaborate the narrative material, written for ages 10 and up. (BL)

ED 062 133

SE 013 543

Impact of Computers on Electrical Engineering Education—A View from Industry.

National Academy of Engineering, Washington, D.C. Commission on Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 69

Note—8p.

Available from—Commission on Education, National Academy of Engineering, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, *Computer Science, Conference Reports, *Curriculum Development, Electromechanical Technology, *Engineering Education, *School Industry Relationship, Simulation, Undergraduate Study

A two-day conference was held in 1969 with industrial representatives and COSINE members to examine the impact that computer technology has had upon the practice of engineering in industry and to assess the meaning of these changes upon the structure of electrical engineering education. The major conclusions and recommendations of the meeting may be summarized as follows: (1) Every electrical engineer should understand the capabilities and limitations of computers. He should know how to use computers as an aid in solving complex technical problems; (2) Digital and analog circuits are of major importance in the design of modern systems. Students should have equal familiarity with both classes of circuits; (3) Students should have more design experience. This experience can be obtained by introducing more project-oriented course and laboratory work into the undergraduate program; (4) Students should obtain more experience with simulation techniques and model making. They should also learn the factors that limit the usefulness of these techniques; and (5) The undergraduate program of a student should provide considerable flexibility and a minimum of required courses. The actual program of study, selected by a student with the help of a faculty advisor, should help provide the background for a

lifetime of self-motivated and self-directed study. (Author/TS)

ED 062 134

SE 013 544

An Undergraduate Computer Engineering Option for Electrical Engineering.

National Academy of Engineering, Washington, D.C. Commission on Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 70

Note—13p.

Available from—Commission on Education, National Academy of Engineering, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, Computer Science, *Computer Science Education, *Curriculum Development, *Engineering Education, *Program Content, Program Descriptions, Undergraduate Study

This report is the result of a study, funded by the National Science Foundation, of a group constituted as the COSINE Task Force on Undergraduate Education in Computer Engineering in 1969. The group was formed in response to the growing demand for education in computer engineering and the limited opportunities for study in this area. Computer engineering is concerned with the organization, design, and utilization of digital processing systems as general purpose computers or as components of systems concerned with communication, control, measurement, or signal processing. The report is concerned with a new undergraduate option within electrical engineering which is called "computer engineering" and considers the need for such a program, a description of its content, and a plan of implementation. Included are recommended subjects, electives and prerequisites for computer engineering programs. Possible four year computer engineering curricula within electrical engineering are presented as developed by four universities: Carnegie-Mellon, Princeton, The University of Texas at Austin, and University of Hawaii. (Author/TS)

ED 062 135

SE 013 545

An Undergraduate Course on Operating Systems Principles.

National Academy of Engineering, Washington, D.C. Commission on Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 71

Note—40p.

Available from—Commission on Education, National Academy of Engineering, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, *Computer Science Education, Course Descriptions, *Curriculum Development, *Engineering Education, Information Science, Instructional Materials, *Systems Concepts, Undergraduate Study

This report is from Task Force VIII of the COSINE Committee of the Commission on Education of the National Academy of Engineering. The task force was established to formulate subject matter for an elective undergraduate subject on computer operating systems principles for students whose major interest is in the engineering of computer systems and software. The student taking the course should be provided with an intellectual basis adequate for understanding and designing operating systems five and ten years in the future. The universities using this report will vary considerably with respect to course duration, pace at which new concepts can be introduced, and student preparation. For these reasons the material was organized into eight "modules," each dealing with an important conceptual component of current knowledge. Each module contains these features of the model and its manifestations in specific systems, a topic outline, and a guide to the literature. The modules are: (1) Introduction, (2) Procedure Implementation, (3) Processes, (4) Memory Management, (5) Name Management, (6) Protection, (7) Resource Allocation, and (8) Pragmatic Aspects. (Author/TS)

ED 062 136

SE 013 553

Combined Edition of Family Planning Library Manual and Family Planning Classification.

Planned Parenthood-World Population, New York, N.Y. Katherine Dexter McCormick Library.

Pub Date 72

Note—53p; Revised edition

Available from—Katharine Dexter McCormick Library, 810 Seventh Avenue, New York, New York 10019 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Classification, Demography, *Family Planning, Guides, Indexing, *Information Retrieval, *Library Technical Processes, Population Trends, Reference Materials

This edition combines two previous publications of the Katharine Dexter McCormick Library into one volume: the Family Planning Library Manual, a guide for starting a family planning and population library or information center, and the Family Planning Classification, a coding system for organizing book and non-book materials so that they can be easily found. The Family Planning Classification contains the coding system by which Planned Parenthood-World Population (PPWP) documents and articles are assigned a number for easy filing; an index of subjects, with the file number of each subject; and a glossary of family planning terms. The Family Planning Library manual has sections explaining: classification in general, the PPWP scheme in particular; the index; how to select books, where and how to order them; how to process them into the library; and how to set up a card catalog for books. It also has sections which explain the selection and ordering of vertical file materials (journal articles, documents, etc); the actual physical aspects of the vertical file; and how to handle journal articles in general, as well as other topics of interest to librarians. (BL)

ED 062 137

SE 013 557

Steffe, Leslie P. Carey, Russell L.

An Investigation in the Learning of Relational Properties by Kindergarten Children.

Pub Date 72

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, *Conservation (Concept), *Elementary School Mathematics, *Instruction, Kindergarten Children, Learning, Logic, Relationship, *Research

The goal of this study was to investigate improvement in the usage of equivalence and order relations under specified instructional conditions. Forty-eight upper middle class kindergarten children were given a 14-session pretreatment designed to define two equivalence and four order relations of length and matching, followed by tests of conservation and transitivity. On the basis of the transitivity test scores, the children were then assigned by matched pairs to two treatments: a Classification Treatment in which an object was considered as representing a collection of like objects, and a Standard Treatment in which no such assumption was made. Posttests of conservation, transitivity, and use of the asymmetric property were then given. Analysis by sign test and contingency tables showed that both treatments were effective but not significantly different. No evidence was found that acquisition of matching relations preceded acquisition of length relations. Also, possession of transitivity appeared unstable and unrelated to conservation. (MM)

ED 062 138

SE 013 559

Moody, William B. And Others

The Effect of Class Size on the Learning of Mathematics: A Parametric Study.

Pub Date 72

Note—13p; Paper presented at the meeting of the American Educational Research Association, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Class Size, *Elementary School Mathematics, Grade 4, *Individualized Instruction, *Research

Randomly assigned groups of fourth grade students were used to determine the effect of class size upon the learning of ten mathematical objectives. There were 20 groups of one, ten groups of two, four groups of five, and one group of 23 for each of three schools used in the study. Within schools, seven randomly assigned teachers presented the lesson and tested immediately after presentation. Students in each of the smaller class sizes displayed significantly greater attainment of

the ten mathematical objectives than did those in classes with 23 students. Also, one-to-one instruction was significantly superior to one-to-five. (Author/JG)

ED 062 139

SE 013 560

Kulm, Gerald And Others

The Effectiveness of Textbook, Student Generated, and Pictorial Versions of Presenting Mathematical Problems.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date [72]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Instructional Materials, *Problem Solving, *Research, *Secondary School Mathematics

The study sought to determine the relationship between problem solving ability and problem presentation stimuli of textbook (T), student generated (S), pictorial (P), textbook and pictorial (TP), and student generated and pictorial (SP). Ten problems for each stimulus were presented to ninth grade algebra students randomly assigned within IQ groupings to the five stimulus presentation groups. IQ effects were significantly with treatment T superior to all the treatments except S for the low IQ group. Treatment TP was found to be significantly least effective. (JG)

ED 062 140

SE 013 562

Carpenter, Thomas P.

The Relation Between the Development of Certain Conservation and Measurement Concepts.

Boston Univ., Mass.

Pub Date [72]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conservation (Concept), *Elementary School Mathematics, Grade 1, Grade 2, *Learning, Mathematical Models, *Measurement, Perceptual Development, *Research

Reported is a study of the development of conservation and measurement concepts, with reference to certain task factors which may affect performance. A group of 129 first and second graders were given a test of conservation and measurement consisting of five problem types crossed with three transformation types. The problems all involved moving liquid from one of two identical containers into a container of a different shape. The dominance of perceptual versus numerical cues was varied by using clear and opaque containers, by measuring out the liquid using equal or unequal units, and by varying the order of the cues. The transformations were those making equal quantities appear unequal; those making unequal quantities appear equal; and those appearing to reverse the direction of inequality between two quantities. Achievement models were proposed and tested by multivariate analysis of variance. Results indicated that numerical cues were as significant as perceptual cues in most conservation problems; that measurement was meaningful to the majority of the children tested; and that order and equivalence problems were of equal difficulty. (MM)

ED 062 141

SE 013 569

Sowder, Larry

Verbalizing Method Influence on Short-Term Retention of Discovered Generalizations.

Northern Illinois Univ., De Kalb.

Pub Date [72]

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discovery Processes, Generalization, *Learning Processes, *Mathematics Education, Research, *Retention, Task Performance, *Verbal Learning

The study was intended to determine the effect of the mode of verbalization of a discovered generalization on short-term retention of ability to use the generalization. Fifty preservice elementary teachers were assigned to one of the five verbalization methods: speaking, listening, writing, reading, or no verbalization. Each performed on six discovery tasks; three on sorting and three on numerical problems. After the discovery was made, the subject verbalized the generalization in the manner assigned. Criterion measures consisted of presentation of six new instances ten minutes after discovery. No significant differences in retention existed between methods of verbalization. (JG)

ED 062 142

Ensey, Lowell

SE 013 570

The Effect on Teaching Performance of Two Training Techniques in the Knowledge of Concept Moves.

Georgia Univ., Athens.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Instruction, Mathematics, *Microteaching, Preservice Education, *Research, *Teacher Education, Teaching Skills

The study compared the effect of two training methods on pre- and post-student teachers' use of pedagogical moves in teaching. One treatment group classified moves from two videotaped lessons while the other group classified moves from the typewritten transcripts of the videotaped lessons. The frequency of moves used by the student teachers was determined from classroom observation analysis of two microlessons—one prior to treatment on parallelograms; one after treatment on rhombus. The findings indicated significant increase in the mean number of total moves and concept specific moves for all subjects between microlessons. Post-student teachers showed significant mean increase in the number of total moves but the pre-student teachers did not. There were no significant differences found between treatment groups. (JG)

ED 062 143

SE 013 571

Pecok, Robert L. Chapman, Kenneth

Modern Chemical Technology, Volume 7.

American Chemical Society, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—250p.

Available from—American Chemical Society, 1155 Sixteenth Street, N. W., Washington, D. C. 20036

Document Not Available from EDRS.

Descriptors—*Chemical Technicians, *Chemistry, College Science, *Instructional Materials, Laboratory Experiments, Laboratory Manuals, Science Activities, *Science Course Improvement Project, Secondary School Science, Textbooks

Identifiers—Chemical Technician Curriculum Project

This volume is one of the series for the Chemical Technician Curriculum Project (ChemTeC) of the American Chemical Society funded by the National Science Foundation. It consists of discussions, exercises, and experiments on the following topics: the nature of reversible processes, equilibrium constants, variable reaction tendencies, practical applications of equilibrium constants, solvents and solvent systems, controlling the speed of chemical reactions, emission spectroscopy as an analytical tool, atomic absorption, ultra-violet and visible spectrophotometry, and special methods (laboratory techniques frequently used by chemical technicians). Earlier volumes are ED 047 993 through ED 047 997 and ED 055 800 and ED 055 801. (Author/TS)

ED 062 144

SE 013 572

Pecok, Robert L. Chapman, Kenneth

Modern Chemical Technology, Volume 8.

American Chemical Society, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—185p.

Available from—American Chemical Society, 1155 Sixteenth Street, N. W., Washington, D. C. 20036

Document Not Available from EDRS.

Descriptors—*Chemical Technicians, *Chemistry, College Science, *Instructional Materials, Laboratory Experiments, Laboratory Manuals, Science Activities, *Science Course Improvement Project, Secondary School Science, Textbooks

Identifiers—Chemical Technician Curriculum Project

This volume is one of a series for the Chemical Technician Curriculum Project (ChemTeC) of the American Chemical Society funded by the National Science Foundation. It consists of discussions, exercises, and experiments on the following topics: amino acids and proteins, carbohydrates, synthetic polymers, other natural

products, chemical separations by distillations, extraction, liquid column chromatography, thin layer chromatography, and gas chromatography. Earlier volumes are ED 047 993 - ED 047 997 and ED 055 800 and ED 055 801. (Author/TS)

ED 062 145 SE 013 573

Pecock, Robert L. Chapman, Kenneth
Modern Chemical Technology, Volume 9.
American Chemical Society, Washington, D.C.
Spons Agency—National Science Foundation,
Washington, D.C.
Pub Date 72
Note—180p.

Available from—American Chemical Society,
1155 Sixteenth Street, N. W., Washington, D.
C. 20036

Document Not Available from EDRS.

Descriptors—*Chemical Technicians, *Chemistry, College Science, *Instructional Materials, Laboratory Experiments, Laboratory Manuals, Radiation, Science Activities, *Science Course Improvement Project, Secondary School Science, Textbooks

Identifiers—Chemical Technician Curriculum Project

This volume is one of the series for the Chemical Technician Curriculum Project (ChemTeC) of the American Chemical Society funded by the National Science Foundation. It consists of discussions, exercises, and experiments on the following topics: ion exchange, electrophoresis, dialysis, electrochemistry, corrosion, electrolytic cells, coulometry, conductivity, ion selective electrodes, thermal methods of analysis, nuclear chemistry, and interaction of radiation with matter. Earlier volumes are ED 047 993 - ED 047 997 and ED 055 800 and ED 055 801. (Author/TS)

ED 062 146 SE 013 577

Jenkins, Jerry A.
Elementary School Science Programs: Pupil and Teacher Attitudes.

Institute for Educational Research, Downers Grove, Ill.

Pub Date May 71

Note—40p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Elementary School Science, Instruction, *Student Attitudes, *Student Science Interests, *Teacher Attitudes

This study attempted to investigate whether affective differences existed among teachers and pupils relative to the science programs offered within their schools. The results of the study revealed that only a moderate degree of satisfaction exists among teachers and pupils toward their science programs. None of the programs, either commercially available or locally developed, indicated any overall significant differences in test scores. In addition, the interest demonstrated by pupils and teachers toward science was quite low. (Author/CP)

ED 062 147 SE 013 579

Novak, John H. Moser, Gene W.

A Study of the Effect of Timed Pupil Feedback on the Teaching Behaviors of Biological Science Teachers.

Pub Date Apr 72

Note—29p.; Paper presented at the National Association for Research in Science Teaching Meeting, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, Biology, Classroom Research, *Feedback, Interaction Process Analysis, Secondary School Science, *Student Opinion, Teacher Evaluation, *Teacher Improvement

Biology classes of 15 teachers in three high schools were provided with a response sheet and requested to rate each ten-minute segment of lessons on each of three contrasts: too fast/too slow; interested/bored; and understand/don't understand. They were also requested to make specific comments if they felt them necessary. It was found that students were able to give effective feedback to teachers, and that this feedback caused changes in teacher behavior. Analyses of the data were most meaningful when the changes within a single class were considered: changes in different directions in different classes obscured significant effects. Tabular and graphical data presentations are appended. (AL)

ED 062 148

Simmons, Gene

On the Moon with Apollo 16. A Guidebook to the Descartes Region.

National Aeronautics and Space Administration, Washington, D.C.

Report No—NASA-EP-95

Pub Date Apr 72

Note—92p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (Stock Number 3300-0421, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Technology, Astronomy, *Lunar Research, Resource Materials, Scientific Research, *Space Sciences

Identifiers—NASA

The Apollo 16 guidebook describes and illustrates (with artist concepts) the physical appearance of the lunar region visited. Maps show the planned traverses (trips on the lunar surface via Lunar Rover); the plans for scientific experiments are described in depth; and timelines for all activities are included. A section on "The Crew" is illustrated with photos showing training and preparatory activities. (Author/PR)

ED 062 149 SE 013 595

Qualifications for Teaching University Parallel Mathematics Courses in Two-Year Colleges.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 69

Note—33p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *College Mathematics, *College Teachers, Instruction, *Junior Colleges, *Mathematics Teachers, Professors, *Teacher Qualifications

Qualifications for teaching the courses described in "A Transfer Curriculum in Mathematics for Two Year Colleges" is discussed. Important components of the teacher's education are seen to include apprenticeship in teaching and specific mathematics courses, identified by reference to other Committee on the Undergraduate Program in Mathematics (CUPM) reports. (MM)

ED 062 150 SE 013 596

A Transfer Curriculum in Mathematics for Two Year Colleges.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—75p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, Calculus, *College Mathematics, *Curriculum, *Junior Colleges, Mathematical Applications, *Mathematics Education, Teacher Education, Undergraduate Study

Reported are detailed recommendations on the mathematics offerings in two year colleges which include the usual range of university parallel programs. The basic program is considered under four headings: Calculus Preparatory, Calculus and Linear Algebra, Business and Social Science, and Teacher Training. Twelve courses are discussed and outlined in some detail, seven of them in the basic categories and the remainder optional additional offerings intended for accelerated students. Problems of implementation are also considered. (MM)

ED 062 151 SE 013 597

Recommendations for the Undergraduate Mathematics Program for Students in the Life Sciences. An Interim Report.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 70

Note—34p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, Biology, Calculus, *College Mathematics, *Curriculum,

SE 013 594

*Mathematical Applications, Mathematics Education, Medical Education, Undergraduate Study

Identifiers—CUPM

This report considers the mathematics required by life science students (those with majors in agriculture and renewable resources, all branches of biology, and medicine) who have successfully completed the usual pre-calculus courses. A core is proposed, to include one year of calculus, some linear algebra, and some probability and statistics. Experience in using computers is also recommended. Extensions, including preparation for biomathematics and the use of mathematical models in the life sciences, are also discussed. (MM)

ED 062 152 SE 013 598

Preparation for Graduate Work in Statistics.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 71

Note—20p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Mathematics, *College Programs, *Curriculum, Mathematical Applications, *Mathematics Education, *Statistics, Undergraduate Study

Identifiers—CUPM

This report consists of three main sections: (1) Introductory comments on the field of statistics and its study at the graduate level; (2) A recommended undergraduate program for prospective graduate students in statistics; and (3) Implications of the recommendations for departments of mathematics and their students. The recommendations are addressed to departments of mathematics of four year colleges and smaller universities which have no specialized departmental programs in statistics. (Author/MM)

ED 062 153 SE 013 599

Commentary on A General Curriculum in Mathematics for Colleges.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 72

Note—80p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, Calculus, *College Mathematics, *College Programs, *Curriculum, Mathematics Education, Undergraduate Study

Identifiers—CUPM

This document constitutes a complete revision of the report of the same name first published in 1965. A new list of basic courses is described, consisting of Calculus I, Calculus II, Elementary Linear Algebra, Multivariable Calculus I, Linear Algebra, and Introductory Modern Algebra. Commentaries outline the content and spirit of these courses in far more detail than the 1965 report, including suggested time allocations for each group of topics. Other courses for use in a four year curriculum are discussed and outlines reprinted from the 1965 report and other Committee on the Undergraduate Program in Mathematics (CUPM) reports. (MM)

ED 062 154 SE 013 600

A Basic Library List for Two Year Colleges, January 1971.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 71

Note—91p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *College Mathematics, *Junior College Libraries, Junior Colleges, Libraries, Mathematics, *Mathematics Education

Identifiers—CUPM

This select bibliography lists minimal requirements for a mathematical library in a two year college. The books are classified within twenty mathematical topic areas and recommendations

are made as to how many books should be available for each topic. Tables, dictionaries, journals, series, and collections are also listed. The list does not include books with first publication dates after 1969. (MM)

ED 062 155 SE 013 601
Applied Mathematics in the Undergraduate Curriculum.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Jan 72
Note—60p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Mathematics, *College Programs, *Curriculum, *Mathematical Applications, *Mathematical Models, Mathematics Education, Undergraduate Study
Identifiers—CUPM

After considering the growth in the use of mathematics in the past 25 years, this report makes four major recommendations regarding the undergraduate curriculum: (1) The mathematics department should offer a course or two in applied mathematics which treat some realistic situations completely, including the steps of problem formulation, model building, problem solution with associated computations, and result interpretation. Three suggested courses, centered on the topics of optimization, graph theory and combinatorics, and fluid mechanics, are outlined with references and sample problems; (2) A greater number of realistic applications from a greater variety of fields should be introduced into the mathematics courses of the first two years; (3) Every student whose degree includes a substantial number of mathematics courses should take at least one course in applied mathematics. This recommendation applies to prospective secondary school mathematics teachers as well as mathematics majors; and (4) An undergraduate concentration in applied mathematics should be offered if the resources of the college permit. (MM)

ED 062 156 SE 013 602
A Beginning Graduate Program in Mathematics for Prospective Teachers of Undergraduates.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 69
Note—79p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Mathematics, *Curriculum, *Graduate Study, Mathematical Applications, Mathematics, *Mathematics Education, *Teacher Education, Teaching Experience
Identifiers—CUPM

These recommendations cover the graduate course work for a doctorate in mathematics. A strong background is assumed of courses such as those outlined in "A General Curriculum in Mathematics for Colleges" and "Preparation for Graduate Study in Mathematics", some of which are reprinted in an appendix. This document then gives detailed outlines for three one-semester courses in analysis, three in topology, two in algebra, and three in applications. There is also a discussion of apprenticeship in teaching. (MM)

ED 062 157 SE 013 603
A Course in Basic Mathematics for Colleges.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Jan 71
Note—64p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, *College Mathematics, *College Programs, Computers, Flow Charts, Geometry, Mathematics Education, *Remedial Programs, Undergraduate Study
Identifiers—CUPM

This booklet describes a one year college course for students in the lower half of the mathematics ability range. The main aim of the

course is to "provide the students with enough mathematical literacy for adequate participation in the daily life of our present society." A second aim is remedial, to allow a student to continue with further mathematics courses. The course covers (in order): Flow charts and elementary operations, Rational numbers, Geometry I, Linear polynomials and equations, The computer, Non-linear relationships, Geometry II, Statistics, and Probability. The commentary includes notes on teaching the course, recommendations on laboratory activities, and sample exercises. (MM)

ED 062 158 SE 013 604
Recommendations for an Undergraduate Program in Computational Mathematics.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date May 71
Note—49p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Mathematics, Computers, *Computer Science Education, *Curriculum, Mathematical Applications, Mathematics Education, Undergraduate Study
Identifiers—*Computational Mathematics, CUPM

This report describes an undergraduate program designed to produce mathematicians who will know how to use and to apply computers. There is a core of 12 one-semester courses: five in mathematics, four in computational mathematics and three in computer science, leaving the senior year for electives. The content and spirit of these courses are described, with detailed outlines and sample exercises for the computational mathematics courses (entitled, in order: Computational models and problem solving, Introduction to numerical computation, Combinatorial computing, and Differential equations and numerical methods). Recommendations are made on the implementation of the proposed program. (MM)

ED 062 159 SE 013 605

Slaby, Harold T., Ed.
Forty-One Conferences on the Training of Teachers of Elementary School Mathematics, A Summary.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—CUPM-R-15
Pub Date Jun 66
Note—63p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701 (Free)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Programs, Conference Reports, *Curriculum, *Elementary School Mathematics, Mathematics Education, *Teacher Education, Undergraduate Study
Identifiers—CUPM

This document is a report on a series of statewide conferences organized by the Committee on the Undergraduate Program in Mathematics (CUPM) in 1962-65 to enable representatives of mathematics departments, schools of education, elementary schools and state departments of education to discuss the content and implementation of the 1961 report, "Recommendations for the Training of Teachers of Mathematics". The major part of the report consists of addresses by Folson, Hlavaty, Roush, and Davis. There is also a report of four studies conducted by the National Association of State Directors of Teacher Education and Certification and the American Association for the Advancement of Science. (MM)

ED 062 160 SE 013 606
Committee on the Undergraduate Program in Mathematics Newsletter, Number 7.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.
Pub Date Feb 72
Note—24p.

Available from—CUPM Central Office, P. O. Box 1024, Berkeley, California 94701 (Free)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Mathematics, Instruction, *Large Group Instruction, Mathematics Education, *Staff Orientation, Teacher Education, *Teaching Assistants, Televised Instruction
Identifiers—CUPM, Teaching Modules

Following a "Statement on Teaching Experience as Part of Ph.D. Programs," two orientation programs for teaching assistants are described. Five recent experiments in teaching mathematics to large numbers of undergraduates are also described, one using television and the remainder using modules. (MM)

ED 062 161 SE 013 609

Food for Living Things, Teacher's Guide.
Australian Council for Educational Research, Melbourne.

Pub Date 68
Note—108p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—Biology, *Curriculum, Food, Grade 7, *Individualized Instruction, *Science Course Improvement Project, Secondary School Science, *Teaching Guides
Identifiers—Australia, *Junior Secondary Science Project

This teachers guide to "Food for Living Things," one of the units of the Junior Secondary Science Project prepared for use in Victorian (Australia) secondary schools, includes copies of all of the appropriate student materials in addition to information designed to assist the teacher develop the unit. This information includes hints on appropriate teaching techniques, lists of materials needed, instructions for the preparation of reagents, and notes on sources of difficulty in suggested experiments. A flow chart showing possible alternate instructional sequences is also included. The student materials consist of short booklets describing classical experiments on photosynthesis and suggesting appropriate research activities, and a series of cards outlining numerous experiments, testing understanding, and providing answers to the test questions. There is also a comprehensive test on the complete unit. (Two pamphlets describing the complete project are included in the loose-leaf binder.) (AL)

ED 062 162 SE 013 610

Swartz, Clifford Appel, Marilyn
Individualization: An Emergent Concept in Science Instruction.
Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date Dec 67
Note—72p.; Summary of the Proceedings "A Forum on Individualization in Science Instruction," December 7-9, 1967

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—College Science, Conference Reports, Elementary School Science, *Individualized Instruction, *Instruction, *Learning Theories, *Science Education, Secondary School Science

These proceedings include abstracts of the formal papers presented during a conference in Philadelphia on December 8 and 9, 1967. The conference, sponsored by Research for Better Schools, Inc., was concerned with individualization of science instruction, particularly in elementary schools. Thirty-three scientists and science educators from various sections of the country contributed papers or discussion notes about theoretical and practical aspects of science instruction. The aim of the meeting was to exchange information about current attempts to teach science on an individualized basis, and to provide a center for the accumulation and dissemination of such information. The following papers are presented: "The Case for a Laboratory Approach to Individualized Instruction," Celia Lavatelli; "Learning Theory Applications to the Problem of Individualized Instruction in Science," David Ausubel; "Comments on the Content of the Science Program," Richard Harbeck; "Scientific Method," Michael Scriven; "Individually Prescribed Instruction in Science: The Oakleaf Project," W. Shepler and J. Cohen; "The Intermediate Science Curriculum Study," Ernest Burkman; "The Computer as an Aid to Individualized Instruction," Edward Adams; "Statement of the Role of Standardized Tests in Science Education," Lee Brown; and "The Application of the Continuous Progress Concept to the Natural Sciences in Higher Education," J. William Moore. (Author/TS)

ED 062 163 SE 013 611

Appel, Marilyn Stoltz, Joanne
Assessment of Existing Elementary Science Programs.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date Jun 70

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Science, *Evaluation, *Program Evaluation, *Science Course Improvement Project
Identifiers—*Research for Better Schools Incorporated

Seven current elementary science programs were compared on the basis of curriculum and instructional characteristics and practicality. The Science Curriculum Improvement Study (SCIS) was found to rank highest. (CP)

ED 062 164 SE 013 613

Teacher's Guide for SST..T.T (Sound, Sense, Today, Tomorrow, Thereafter).

Federal Aviation Administration, Washington, D.C.

Pub Date 69

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acoustics, *Aerospace Education, *Elementary Grades, Environmental Education, Environmental Influences, Instructional Materials, Learning Activities, *Teaching Guides

Offered in this teacher's guide are activity suggestions, research ideas, discussion questions, and problems to solve dealing with aviation education. Topical areas consider sound and the environment, changes and adjustments in sounds, planning and control of noise, communications, economics, and mathematical and scientific aspects of sound and noise. Several short stories and a poem appropriate for the elementary grades are presented together with follow-up activities for each selection. Completing the guide are resources for classroom and student use including books, motion pictures, filmstrips, publications, sources for airplane photographs, and a glossary of terms. (BL)

ED 062 165 24 SE 013 619

Suydam, Marilyn N.

Annotated Compilation of Research on Secondary School Mathematics, 1930-1970, Volume 1: Introduction, Compilation of Articles.

Pennsylvania State Univ., University Park.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-C-004

Pub Date Feb 72

Grant—OEG-3-71-0085

Note—407p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Annotated Bibliographies, Curriculum, Instruction, Learning, *Mathematics Education, *Research, *Research Projects, *Secondary School Mathematics, Teacher Education

The annotated bibliography formed by this and SE 013 620 is an extensive reference source for educators and researchers who teach and study secondary school mathematics. This volume lists 780 research reports found in the ERIC records and in 59 journals published in the United States from 1930 through 1970. The studies are listed under subdivisions of the following categories: Planning for instruction, Content: sequencing and structuring, Content: methods of instruction, Materials, Individual differences, Evaluating progress, Learning theory, Teacher education, Other post-secondary education, Mathematics, and References. Cross-references are given where studies fall into more than one category. For each entry, a code is used to describe the type of study, design paradigm, sampling procedure and size, statistical procedure, level, duration, and type of test. A short annotation describes the variables involved (where appropriate) and the major findings. Experimental studies for which full reports were available are evaluated using an instrument developed by the author. (MM)

ED 062 166 24 SE 013 620

Suydam, Marilyn N.

Annotated Compilation of Research on Secondary School Mathematics, 1930-1970, Volume 2: Compilation of Dissertations, Summary and Conclusions. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-C-004

Pub Date Feb 72

Grant—OEG-3-71-0085

Note—411p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Annotated Bibliographies, Curriculum, *Doctoral Theses, Instruction, Learning, *Mathematics Education, *Research, *Secondary School Mathematics, Teacher Education

This part of the study described in SE 013 619 lists 770 doctoral dissertations which were completed in the United States from 1930 through 1970 and which dealt with mathematics education at the secondary level. The same style of cataloging and annotation is used as in Volume 1. Because the listing was made from "Dissertation Abstracts," none of the studies were evaluated. This volume also contains a summary of the data obtained in this project. (MM)

ED 062 167 SE 013 623

Dinsmore, John

International Environmental Policy. [An Annotated Bibliography of Selected Documents Which Present Discussions or Viewpoints on the Formulation of International Environmental Policy].

Wisconsin Univ., Green Bay.

Pub Date Mar 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Ecology, *Environment, Foreign Policy, Human Geography, *International Programs, *Policy Formation, Reference Materials, Social Sciences

The purpose in preparing this bibliography is to provide access to a sampling of thought, primarily from the United States, on the formulation of international environmental policy as of early 1972. An attempt is made to avoid items which focus on specific international problems, cataloging only those with a broader approach to the whole problem. Arrangement of entries is alphabetical by author, issuing agency, or title, depending upon which is most appropriate or useful. No subject arrangement or indexing is provided. One hundred thirteen titles are annotated in this compilation designed to enhance and update the background of persons interested in the issues and problems of the United Nations Conference on the Human Environment, Stockholm, June, 1972. (BL)

ED 062 168 SE 013 628

Brydegaard, Marguerite Inskeep, James E., Jr.

Mathematical Experiencing.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D.C.

Pub Date 72

Note—32p.

Available from—NEA Publications Sales, 1201 Sixteenth Street, N.W., Washington, D.C., 20036 (NEA Stock No. 281-08892)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activity Learning, Concept Formation, *Elementary School Mathematics, Geometric Concepts, *Instruction, Instructional Materials, Kindergarten Children, Number Concepts, *Teacher Role

This booklet develops the theme that young children best learn mathematics through exploration of their environment. Several activities designed to promote the learning of concepts about space, numbers, and measurement are illustrated. Also discussed is the role of the teacher in sequencing instruction, selecting materials, and maintaining the appropriate emotional climate. (MM)

ED 062 169 SE 013 632

The Human Environment. . . New Challenge for the United Nations.

United Nations, New York, N.Y.

Report No—UN-OPI-433-02726

Pub Date Feb 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activities, *Environment, Human Geography, *Human Relations, *International Organizations, Reports, World Affairs
Identifiers—UNESCO

A general overview of problems, current activities, and future action related to the human environment is delineated in this United Nations pamphlet. Reviewed first is the challenge facing the United Nations to promote common interest in protecting the earth's life-sustaining essentials. Following this, world scientific and technological strides and their mass consequences are outlined,

cited as the evidence or reasons for numerous plans, proposals, and conferences conducted by the United Nations, including the United Nations Conference on the Human Environment. The efforts described represent a sampling of the varied ideas put forth within and outside the United Nations family of organizations. The scope of work underway in the United Nations system is indicated by a summary of activities now being carried out by several of the specialized agencies and bodies of the United Nations. (BL)

ED 062 170 SE 013 633

Leimas, Carol

The United Nations and This Beleaguered Earth, A Discussion Guide.

American Association of Univ. Women, Washington, D.C.; United Nations, New York, N.Y.

Pub Date 71

Note—11p.

Available from—UNA-USA, World Affairs Book Center, 345 East 46th Street, New York, New York 10017 (\$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discussion Programs, *Environment, *Guides, Instructional Materials, Program Planning, Questioning Techniques, Resource Materials, *World Affairs

Offered in this guide are ideas to aid program planners and discussion participants who wish to develop dialogue centered on environmental problems, particularly those issues to be considered by the 1972 United Nations Conference on the Human Environment. A background is established that Americans need to begin thinking about the international dimensions of the environmental crisis, about the role the United Nations is now playing and should play in the future, and about how and to what extent their own government should participate. To this end, questions for discussion and a list of readings and audio-visual resources are suggested under the following topics: (1) Issues before the 1972 United Nations Conference on the Human Environment, (2) The Worldwide Population Explosion, (3) International Control of the Seabed and Ocean Floor, and (4) The United Nations and this Beleaguered Earth - the Wider Issues. Also given are pointers for planning the format of such programs or discussion sessions. (BL)

ED 062 171 SE 013 634

Iona, Mario

Is Physics Easier if Taught Incorrectly?

Pub Date Feb 72

Note—8p.; Paper presented at the American Association of Physics Teachers Meeting, San Francisco, February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Science, *Instructional Materials, *Physics, *Scientific Concepts, Secondary School Science, Textbook Evaluation, *Textbooks

Examples of errors in statements of physics concepts found in textbooks at all levels are cited and discussed. The author states: "There seems to be a tendency to be deliberately careless in textbooks for the lower levels, apparently in an attempt to be understood more easily." Oversimplifications identified as errors are presented with comments as to their accuracy. (Author/TS)

ED 062 172 SE 013 635

Iona, Mario

Accuracy and/or Teachability of Texts.

Pub Date 72

Note—11p.; Paper presented at the National Science Teachers Association Meeting, New York, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Instructional Materials, Junior High Schools, *Physical Sciences, Physics, *Scientific Concepts, Secondary School Science, Textbook Evaluation, *Textbooks

In a speech given at the National Science Teachers Association meeting in 1972, certain errors found in Junior High School Physics textbooks were identified. The reasons which had been given for these errors included the belief that the explanations given were more readily understood by the students. The need to identify these apparently obvious and intentional misstatements of physics concepts is given as a challenge to teachers of this material. (TS)

ED 062 173 SE 013 636

Haven, Elizabeth W.

Factors Associated with the Selection of Advanced Academic Mathematics Courses by Girls in High School.

Report No.—RB-72-12

Pub Date Mar 72

Note—75p.; Based on Ph.D. dissertation, University of Pennsylvania

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Females, *High School Students, Interests, *Mathematics Education, Motivation, Prediction, *Program Attitudes, *Research, Student Attitudes

This study sought to identify factors that motivate girls to complete a four-year sequence of academic mathematics. Forty variables involving community, family, school and personal factors were measured and analyzed by a MANOVA for correlations with two criterion variables. The first criterion was a classification of schools on the basis of the fraction of its college-bound graduates who successfully completed at least one semester of advanced mathematics in their senior year; no factor was found which was well correlated with this criterion. The second criterion classified the students by whether they were taking advanced mathematics and whether they intended to major in a strongly mathematics-related subject at college. Well correlated with this criterion were a belief that high school mathematics would be useful in future studies and a preference for natural over social science. Preference for masculine-type tasks did not show a strong relation, and encouragement by relatives, teachers, counselors, or friends was a better predictor than parent's education. As a result of this study, the author recommends more attention to affective factors in the teaching of mathematics. (MM)

ED 062 174 SE 013 637

Harsh, J. Richard

Diagnostic Mathematics [Form A, Form B, and Test Manual].

Fort Worth Independent School District, Tex.; National Consortium for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Arithmetic, Diagnostic Tests, Grade 9, Grade 10, *Secondary School Mathematics, Student Evaluation, Tests

These materials consist of a test manual and two forms of the test with corresponding answer keys. The test provides a measure of the conventional sequence of arithmetic computation and selected applications. Each form consists of 44 completion items, with space for figuring. It is claimed that this type of response greatly reduces the guessing effect. (MM)

ED 062 175 SE 013 638

Authorized Course of Instruction for the Quinmester Program. Science: Introduction to Marine Science; Recreation and the Sea; Oceanography; Marine Ecology of South Florida; and Invertebrate Marine Biology.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ecology, Instruction, *Marine Biology, *Objectives, *Oceanology, *Recreation, Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—Quinmester Program

All five units, developed for the Dade County Florida Quinmester Program, included in this collection concern some aspect of marine studies. Except for "Recreation and the Sea," intended to give students basic seamanship skills and experience of other marine recreation, all units are designed for students with a background in biology or chemistry. "Introduction to Marine Science" includes physical oceanography and local marine biology; "Invertebrate Marine Biology" concentrates on developing an understanding of diversity and evolutionary processes; "Marine Ecology of South Florida" examines energy and biomass relationships in marine ecosystems but also considers social, economic, and political implications; and "Oceanography" discusses the

physics and chemistry of the ocean, including oceanic circulation. Each booklet lists performance objectives for the unit, lists any state-adopted texts, provides a synoptic summary of the course content, suggests activities and projects (in some cases original experiments, although most are citations of experimental descriptions in recommended texts), suggests topics for student projects or reports, indicates audiovisual materials available in the county and from other sources, and recommends reference books. Each booklet contains a chart relating each suggested activity to specific performance objectives. (Document is filmed from the best copy available.) (AL)

ED 062 176 SE 013 639

Authorized Course of Instruction for the Quinmester Program. Science: Pollution; Environmental Crises; Basic Fundamentals of Ecology; and Does It Have to be a Dirty World.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Ecology, *Environmental Education, Films, *Instruction, Laboratory Procedures, *Objectives, Pollution, Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

Performance objectives are stated for each of the four secondary school units included in this package of instructional guides prepared for the Dade County Florida Quinmester Program. All four units are concerned with aspects of environmental concern: "Pollution," "Does It Have to be a Dirty World?," "Environmental Crises," and "Fundamentals of Ecology." Lists of state-adopted and other texts, of films and filmstrips available in Dade County, and of possible speakers for the county are included. A course outline summarizing the content of the units, numerous suggestions for experiments and activities in laboratory and field, lists of possible individual projects and, in some cases, suggested discussion questions are included. A master sheet showing the relationship of each suggested activity to the objectives of the package is appended to each booklet. (AL)

ED 062 177 SE 013 640

Authorized Course of Instruction for the Quinmester Program. Science: Introduction to Anatomy and Physiology; Human Reproduction; Man and Disease; Man's Senses; and Introduction to the Human Body.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Biology, Films, *Instruction, Laboratory Procedures, *Objectives, *Physiology, Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—Quinmester Program

Performance objectives are stated for each of the five secondary school units included in this package of instructional guides prepared for the Dade County Florida Quinmester Program. All five units are concerned with aspects of physiology; three require no prerequisite study of biology ("Introduction to the Human Body," "Man and Disease," and "Man's Senses"), but two assume a minimal biology background ("Introduction to Anatomy and Physiology," and "Human Reproduction"). Each booklet contains a brief course outline, a list of relevant state-adopted textbooks, additional references, a catalog of visual aids available from the county visual aids center, and a list of experiments, demonstrations, and projects suitable for student and teacher use. Few experimental details are given, but reference is made to the appropriate pages in textbooks or teacher's sourcebooks. Some original projects are described in some of the booklets. A master sheet relating each of the suggested activities to the stated objectives is appended to each unit. (AL)

ED 062 178 SE 013 641

Authorized Course of Instruction for the Quinmester Program. Science: Scientific Approach to Solving Problems; Who's Who; and What in the World's Going On.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Biographies, Current Events, Films, *Instruction, *Objectives, *Problem Solving, *Scientific Enterprise, Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—Quinmester Program

Performance objectives are stated for each of the three secondary school units included in this package prepared for the Dade County Florida Quinmester Program. The units all concern some aspect of instruction in scientific method. "The Scientific Approach to Solving Problems" introduces students to the use of experimental testing of hypotheses in areas other than the traditional sciences; "Who's Who" uses a biographical approach to emphasize the role of scientific method; and "What in the World's Going On?" bases a study of the importance of separating inference from observation, controlling experiments, and hypothesizing on current science news articles. All booklets contain lists of suggested instructional activities, resource lists, state-adopted texts, and where relevant, possible audio-visual aids available from the county. Most suggested activities are citations of texts and teacher sourcebooks. Except for the current event unit, a master sheet relating each suggested activity to the stated objectives is appended. (AL)

ED 062 179 SE 013 642

Authorized Course of Instruction for the Quinmester Program. Science: Genetics; Continuity of Life; and Perpetuating the Species.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, Course Content, *Genetics, Instruction, *Objectives, Reproduction (Biology), Secondary School Science, Sex Education, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

Each of the three secondary school science units, prepared for the Dade County Florida Quinmester Program, concerns some aspects of genetics. "Genetics" requires previous study of biology and concentrates on in-depth study of the nature, transmission, and function of the genetic material. There are no formal prerequisites for the units "Perpetuating the Species" and "Continuity of Life," both concerned with basic principles of animal and plant reproduction and genetics. Each unit contains a list of performance objectives, a synoptic course outline, recommended instructional activities and student laboratory exercises (details are not included, but reference to the appropriate source is made), a list of state-adopted texts, ideas for projects and reports, and a list of visual aids available from the county and other sources. There are extensive reference lists. A chart relating each suggested activity to specific objectives is appended to each booklet. (AL)

ED 062 180 SE 013 643

McCarthy, Nancy D. Silver, Barbara A.

Authorized Course of Instruction for the Quinmester Program. Science: Man and Nature.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, *Ecology, *Environmental Education, Evolution, Instruction, *Objectives, Secondary School Science, Taxonomy, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—Quinmester Program

Performance objectives are stated for this secondary school unit prepared for the Dade County Florida Quinmester Program. The unit examines scientific method, biological classification, evolution, population ecology, and pays attention to problems of the human environment. The booklet lists related state-adopted textbooks, cites descriptions of teaching and laboratory activities in these texts, lists films available from the county audio-visual library, recommends 39 books useful for reference, suggests possible student projects and topics for written reports, and provides questions for class discussion. A chart relating the performance objectives to the suggested activities is appended. (AL)

ED 062 181

SE 013 647

Blanford, Doris K. Thornton, James E., Jr.
**Authorized Course of Instruction for the Quin-
 semester Program. Mathematics: Pre-Algebra 1.**
 Dade County Public Schools, Miami, Fla.
 Pub Date 71
 Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, Curriculum, Instruction,
 Instructional Materials, Mathematics Educa-
 tion, *Objectives, *Secondary School Mathe-
 matics, *Teaching Guides, Units of Study (Sub-
 ject Fields)

Identifiers—*Quinsemester Program

The first of four "quins" designed to strengthen
 fundamental concepts and skills, this course
 covers properties of real numbers, simple open
 sentences, factorization of natural numbers, and
 problem solving. After a list of overall goals, the
 guide gives performance objectives, course out-
 line, references to state-adopted textbooks, and
 suggested strategies for four units. Also included
 is a sample pretest, a sample posttest, and a stu-
 dent bibliography. (MM)

ED 062 182

SE 013 661

Hamann, Julianna M.
**Environmental Education, A Teacher's Guide with
 Inquiry and Value Seeking Strategies.**
 Santee School District, Calif.
 Pub Date [72]
 Note—265p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Affective Objectives, Cognitive Ob-
 jectives, Conservation Education, Ecology, Ele-
 mentary Grades, *Environmental Education,
 *Fundamental Concepts, *Instructional Materials,
 *Learning Activities, Secondary Grades,
 *Teaching Guide.

This guide is written to focus attention on both
 the cognitive and affective aspects of environ-
 mental education. Its format provides four levels
 of development: primary, intermediate, junior
 high, and senior high school grades, with the first
 two subdivided into three categories each. Per-
 formance objectives, teaching-learning inquiries,
 and evaluation-terminal performance are outlined
 within each level based on three supporting con-
 cepts. These concepts emphasize interdependence
 in interchange of matter and energy, in social in-
 teraction, and in cultural components and forms.
 Basic ideas accentuated throughout the activities
 are that: (1) increased population growth creates
 a population pressure on the carrying capacity of
 our ecosystem, and (2) the consumption of goods
 and services per capita places an increased pres-
 sure on our renewable and non-renewable re-
 sources. Topics cover land, air, water, ecology,
 plants and animals, environment, and population
 and the approaches to these topics; concepts
 stress awareness, concern, and action. A bibliog-
 raphy, agency resource list, glossary of terms, and
 additional teaching-learning activities are ap-
 pended. (BL)

ED 062 183

SE 013 665

Jung, Steven M.
**Individually Prescribed Instruction—Mathematics
 (IPI—Math). Product Development Report No.
 17.**

American Institutes for Research in the
 Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Program Planning and
 Evaluation (DHEW/OE), Washington, D.C.

Report No.—AIR-21900-1-72-TR-17

Pub Date Jan 72

Contract—OEC-0-70-4892

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Elementary
 School Mathematics, *Evaluation, Individual-
 ized Instruction, *Individualized Programs, In-
 service Teacher Education, *Program Develop-
 ment

Identifiers—*Individually Prescribed Instruction

This report summarizes the mathematics com-
 ponent of Individually Prescribed Instruction
 (IPI). The first section outlines the overall goals,
 specific objective, and philosophy of IPI; the or-
 ganization of the materials; and the procedures
 for their use, with emphasis on the altered role of
 both students and teachers. The next section
 describes the origins of IPI, and names the key
 personnel (listing their philosophy and relevant
 research activities) and sources of funds. The
 third section describes the development of the IPI
 materials. The organization of the agencies con-

cerned, the original development plan and sub-
 sequent modifications are outlined. Actual
 developmental procedures are detailed including
 the selection of demonstration schools, criteria
 for pilot schools, retraining of administrators and
 teachers, and formative evaluation. Final sections
 of this report outline summative evaluation,
 describe envisaged future developments, and list
 eleven decisions in the history of IPI Mathematics
 which are seen as having had a crucial effect on
 its course of development. (MM)

ED 062 184 24

SE 013 666

Kratochvil, Daniel W.
**Arithmetic Proficiency Training Program
 Developed by Science Research Associates, Inc.
 Product Development Report No. 11.**

American Institutes for Research in the
 Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Program Planning and
 Evaluation (DHEW/OE), Washington, D.C.

Report No.—AIR-21900-1-72-11

Pub Date Jan 72

Contract—OEC-0-70-4892

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arithmetic, Basic Skills, *Computer
 Assisted Instruction, *Curriculum Develop-
 ment, Educational Equipment, Educational Inno-
 vation, *Elementary School Mathematics,
 *Evaluation, Marketing, Programing Languages

This report summarizes the development of a
 commercially available program in computational
 skills which makes extensive use of computer
 capabilities. The first section describes the or-
 ganization, content, and cost of the materials, and
 the procedures for using them. The key person-
 nel, and the organizational and funding sources
 are then named. Three phases in the development
 process are next identified: (1) informal tryouts,
 (2) program development using the APL/360
 programming language, and (3) conversion to
 Coursewriter III language. Formative evaluation
 during the second phase and summative evalua-
 tion after the third phase are described in some
 detail. Final sections of the report outline the
 marketing procedures for the product, its degree
 of adoption, possible future developments, and
 four crucial decisions in its developmental history.
 (MM)

ED 062 185

SE 013 669

Fogle, Catherine, Ed. And Others
**International Directory of Population Information
 and Library Resources, First Edition.**

North Carolina Univ., Chapel Hill. Carolina
 Population Center.

Spons Agency—Agency for International
 Development (Dept. of State), Washington,
 D.C.

Pub Date May 72

Note—333p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Demography, *Directories, Family
 Planning, *Foreign Countries, Information Cen-
 ters, Libraries, *Organizations (Groups), Publi-
 cations, Resource Materials

This directory is a project of the Carolina
 Population Center, Technical Information Ser-
 vice, in conjunction with the United States Ag-
 ency for International Development. Information for
 this compilation, the first in a series of publica-
 tions, was obtained from a survey of international
 population/family planning libraries and infor-
 mation resources. Content of the questionnaire
 covered: general information, publications of the
 organization, library - general information, library
 publications, library - areas of specialization,
 library collection, library extension services, and
 information service. From these questionnaires, a
 paragraph description for each responding or-
 ganization is compiled. Organizations in 79 coun-
 tries are reported within the following geographi-
 cal areas: Africa, North Africa, Caribbean Amer-
 ica, Central America, North America, South
 America, Far East Asia, Middle East Asia, South
 Asia, South East Asia, Europe, and Oceania. Five
 indices give: (1) names of organizations listed
 alphabetically by English name, non-English
 name, and abbreviation, (2) subject interests of
 organizations, (3) geographical interests of or-
 ganizations, (4) library publications, and (5) spe-
 cial collections of libraries. (BL)

ED 062 186

SE 013 673

**Environment Information ACCESS, Volume 2
 Number 8.**

Environment Information Center, New York,
 N.Y.

Pub Date 15 Apr 72

Note—83p.

Available from—Environment Information
 Center, 124 East 39th Street, New York, New
 York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes
 (Locators), Information Dissemination, *Infor-
 mation Science, Natural Resources, Periodicals,
 *Pollution, *Reference Materials

"Access" is an indexing, abstracting, and infor-
 mation retrieval service that covers published and
 non-print information on environmental pollution,
 conservation, and related fields. It provides an
 overview of the environmental reporting of more
 than 1000 scholarly, scientific, industrial, techni-
 cal, and general periodicals and major
 newspapers; important environmental radio and
 television programming, films and filmstrips,
 books, corporate publications, and major con-
 ference publications. Introductory pages explain
 the Access system, the Ecology Forum, the
 microfiche retrieval system, and significant infor-
 mation appearing in the issue. The Main Entry
 section contains document abstracts related to:
 air pollution, chemical and biological contamina-
 tion, energy, environmental action, environmental
 design, food, international aspects, land use and
 misuse, noise pollution, non-renewable resources,
 oceans and estuaries, population planning and
 control, radiological contamination, recreation,
 renewable resources, solid wastes, transportation,
 water pollution, weather, modification and
 geophysical change, and wildlife. Additional sec-
 tions deal with extracts of significant entries from
 the Federal Register, a review of the book, "The
 Environmental Problem: Selections from Hearings
 on the Environmental Education Act of 1970",
 current conferences, and subject, industry, and
 author indexes. (BL)

ED 062 187

SE 013 675

Council of Europe News-Letter 1/72.

Council of Europe, Strasbourg (France). Docu-
 mentation Center for Education in Europe.

Pub Date 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Higher
 Education, *International Education, Legisla-
 tion, Newsletters, *Policy, Preschool Educa-
 tion, Secondary Education, *Teacher Educa-
 tion

Identifiers—*Europe

The first part of this issue contains extracts
 from an English article discussing the need for
 environmental education and from a study (writ-
 ten in French) of the failures of universities to
 fulfill their role. The second part contains ex-
 tracts from the educational press of nine Europe-
 an countries. Extracts in English describe policy
 issues arising from Austrian legislation providing
 for student participation in educational adminis-
 tration; the reorganization of secondary schools
 and the initiation of teacher education by the
 universities in Finland; the retirement of educa-
 tional planners, an experimental integrated sec-
 ondary school and the introduction of multi-media
 studies in higher education in Germany; the
 reform of Dutch higher education; Swedish edu-
 cational research; and the major features of the
 English report on teacher education. Articles in
 French refer to disputes over training high school
 teachers, the award of national diplomas by the
 universities, the unemployment of young gradu-
 ates, trends in high school education and the
 education of immigrant children in France; training
 of preschool personnel in Luxembourg; and the
 revision of the Swiss constitutional provisions
 concerning education. A separate section con-
 tains a cumulative table of contents to the 1971
 issues of the newsletter. (AL)

ED 062 188

SE 013 676

Ivany, J. W. George, Ed.

Environment: Readings for Teachers.

Pub Date 72

Note—287p.

Available from—Addison-Wesley Publishing
 Company, Inc., Reading, Massachusetts 01867

Document Not Available from EDRS.

Descriptors—Anthologies, *Ecology, *Environ-
 mental Education, *Overpopulation, *Pollu-
 tion, Radiation, Resource Materials, Secondary
 Schools, *Social Influences, Teaching
 Techniques

Twenty-six articles or extracts from scholarly literature and one article written for this collection are contained in this anthology intended for teachers. The articles present the viewpoints of writers in a number of scientific and sociological fields concerning human interactions with their environment. Articles are arranged in the following sections, each with a brief introduction by the editor: The Environmental Crises; Pollution; Human Ecology; Man and Radiation; Environment and Social Action; and Environment and Education. The articles present alternate viewpoints on some controversial issues. The test is intended to be of use in methods courses, and the final section concentrates on papers which advocate the use of modern science teaching techniques in the study of components of environmental change. (AL)

ED 062 189 24 SE 013 678

Presnell, Richard W.

The Development and Evaluation of Audio-Tutorial Programmed Instruction in Learning Concepts of Ecology and Conservation. Final Report.

Tomkins-Seneca-Tioga Board of Cooperative Educational Services, Ithaca, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-B-123

Pub Date Sep 71

Grant—OEG-2-70025(509)

Note—326p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Audiovisual Aids, Conservation Education, Ecology, *Elementary Grades, *Environmental Education, *Evaluation, Instructional Materials, Outdoor Education, Program Design, *Programed Instruction, Research Presented in this final report is a description and evaluation of a one year experimental environmental education program involving 236 fifth and sixth grade students in central New York state. Primary objective of the project was the development, implementation, and evaluation of a series of audio-taped lessons, designed to teach upper elementary school children some basic concepts of ecology and to expose them to the conservation attitudes inherent in the concept of the land ethic. Ten sequential audio-taped lessons, comprising three seasonal programs, were utilized as the mode of instruction. In addition, three seasonal class field trips, each conducted upon the instructed students' completion of the audio-taped program, were included in the overall program. Assessment devices and techniques used in evaluation were student tests, school staff questionnaire, personal observation of students during lessons and field trips, and communication with participating staff members. Programmed design and development, implementation, evaluation and findings are related together with instructional materials (hardware, software, lesson scripts, games, charts, and field trips) and samples of the evaluation materials (tests, responses, and questionnaire). (BL)

ED 062 190 SE 013 679

Dickinson, William B., Jr., Ed.

Editorial Research Reports on Health Topics. Congressional Quarterly, Washington, D.C.

Pub Date 67

Note—180p.

Available from—Congressional Quarterly, Inc., 1735 "K" Street, N.W., Washington, D.C. 20006

Document Not Available from EDRS.

Descriptors—Environmental Influences, *Health Services, *Medical Treatment, *Problems, *Public Health, Social Sciences, *Technological Advancement

Nine reports published in this volume reflect the link between public health and national power. Not only the health problems of underdeveloped nations must be considered, but also the health problems of industrially advanced societies, those peculiar to life in an increasingly urban setting. The dilemmas posed by gains in medical science are examined through the following topics: medical costs and the impact of Medicare; the introduction, safety, and probably spread in the use of oral contraceptives; new approaches to mental illness, including home-based care and changes in the public mental hospital; the anatomy of suicide; treatment of alcoholism, revealing growth in its interest, approaches to its abuse, and obstacles in treatment; the rising threat of air pollution, critical nature of the

problem and measures to curb it; progress in cancer research; moral issues in prolongation of life together with replacement of disabled vital organs and the slow progress of related research; and the legalization of marijuana—impact on American youth, use and control of hazardous drugs, and controversy over its dangers. (BL)

ED 062 191 SE 013 681

Myers, Eddie E.

Human-Persons and the Use of Psychoactive Agents, Teachers' Manual and Student Rap Sheets.

Educational Research Council of America, Cleveland, Ohio; Ohio State Dept. of Education, Columbus.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—379p.

Available from—Educational Research Council of America, 614 Superior Avenue, Rockefeller Bldg., Cleveland, Ohio 44113 (Teachers' Manual \$2.25, Student Book \$1.35)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Behavior Development, Curriculum Development, *Drug Education, Instructional Materials, *Secondary Grades, Student Centered Curriculum, *Teaching Guides

Identifiers—ESEA Title III

A drug education curriculum for senior high school students utilizing a behavioral approach is offered in this two volume set composed of a Teachers' Manual and Student Rap Sheets. The teachers' manual provides introductory material about the assumptions and rationale upon which the program is based, an understanding of student behavior involved in approaching the problem of drug use and abuse, and pointers on how to use the teachers' manual and student rap sheets to promote human interaction and group dynamics. Five units are constructed to develop the theme that each person must find alternative ways of meeting the tasks of living and moving toward a goal in life, rather than the abuse of psychoactive agents. Units (I—About the Problem, II—About People, III—About Drugs, IV—Effects and Consequences of Drugs Abuse, and V—Selecting Ways to Meet Daily Situations) contain an introductory dialogue, list of resources, objectives, learning activities to be used in conjunction with the student rap sheets, and an explanation of procedures suggested in the activities. Student Rap Sheets are designed only to provide information which may be needed for dialogue and problem-solving activity. This work was completed under an ESEA Title III contract. (BL)

ED 062 192 SE 013 684

Marshall, Judith

Bibliography of Population Education.

North Carolina Univ., Chapel Hill. Carolina Population Center.

Pub Date Oct 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Demography, *Literature, *Population Education, Reference Materials, Social Sciences

Compiled in this bibliography of population education resources is an author listing of documents contained in the Carolina Population Center Library, University of North Carolina, Chapel Hill, North Carolina. Entries include books, pamphlets, papers, periodical articles, reports (conference, research, survey), case studies, resource units, bibliographies, and doctoral dissertations. One hundred fifteen items are listed. (BL)

ED 062 193 SE 013 685

Appelman, Michael A.

Math Readiness and Related Considerations.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Pub Date Mar 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cognitive Development, Concept Formation, Developmental Psychology, *Diagnostic Tests, *Elementary School Mathematics, Intelligence, *Learning Readiness, Learning Theories

Identifiers—Piaget (Jean)

This paper provides for the elementary school teacher an introduction to the problem of mathematics readiness. The first part outlines the four developmental stages as seen by Piaget, and the manner in which schemata develop through the process of assimilation and accommodation. The second part consists of seven Piagetian tasks which a teacher may use to assess a child's stage of development. (MM)

ED 062 194 SE 013 686

Deichmann, John Beattie, Ian

Spatial and Modality Effects in Simple Mathematical Computation.

Pub Date Apr 72

Note—10p.; Paper presented at the meeting of the American Educational Research Association, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Addition, *Algorithms, Arithmetic, Basic Skills, *Elementary School Mathematics, Multiplication, *Oral Communication, *Research, Subtraction, *Visual Stimuli

This study explored the effects of visual (vertical and horizontal) and oral presentation modes upon simple mathematical computations (addition, subtraction, and multiplication). Seventy-two undergraduate education majors were employed as subjects. The placement of the process sign (left, middle, right) and whether a one or two digit number appeared first in the mathematical sentence was manipulated. The results demonstrated significant differences for modality, type of computation, sign and two-digit placement. Further, it appears that for the oral presentation, the process sign placed last is superior to the first position. (Author/MM)

ED 062 195 SE 013 687

Wiles, Clyde A. And Others

The Relative Effectiveness of Two Different Instructional Sequences Designed to Teach the Addition and Subtraction Algorithms.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-222

Pub Date Mar 72

Contract—OEC-5-10-154

Note—66p.; Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Addition, *Algorithms, Arithmetic, Curriculum, Instruction, *Mathematics Education, *Research, *Subtraction

Two sequences of activities were developed to provide instruction on the algorithms for addition and subtraction of two-digit numbers. In the integrated sequence (I) the mechanics of "carrying" and "borrowing" were treated as a single process "regrouping." In the sequential treatment (S) the addition algorithm was developed before the subtraction algorithm. Students of two second-grade classes were randomly reassigned to either group S or group I. Profiles were generated by item sampling. Group means were estimated for addition, subtraction and total performance every three days. Also, on the eighteenth day all children were administered a 20-item achievement test. Overall differences in group performance were not significant. Some differences in performance on operations at specific times were significant and favored group S. (Author/MM)

ED 062 196 SE 013 688

Graber, Richard A. And Others

Achievement as a Function of External Organizers and Organizing Ability.

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, College Science, *Educational Research, *Learning, *Learning Theories, *Teaching Methods

Identifiers—Advance Organizers

One hundred forty-three students enrolled in an undergraduate chemistry class were rank ordered by their performance on a test of organizing ability. The median break technique was used to form two groups—good organizers (GO) and poor organizers (PO). Students within each of these groups were then randomly assigned to three treatments. Treatment I students received an advance organizer followed by a learning passage. Treatment II students received the same organizer preceded by the learning passage.

Treatment III students received an historical non organizer and the learning passage. No significant differences were observed on treatment or interaction, but GO students achieved significantly higher learning passage scores than PO students. (Author/TS)

ED 062 197 SE 013 690

Trent, John H. And Others

Effectiveness of University of Illinois Committee on School Mathematics (UICSM) Stretchers and Shrinkers and Motion Geometry Materials in Improving Arithmetic Ability.

Pub Date [72]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arithmetic, Curriculum, *Curriculum Evaluation, Grade 7, Grade 8, Instruction, Mathematics Education, *Research, *Secondary School Mathematics, Textbooks

Identifiers—UICSM
This study compared the relative effectiveness of the new University of Illinois Committee on School Mathematics (UICSM) "Stretchers and Shrinkers" and "Motion Geometry", mathematics materials with traditional mathematics materials in improving arithmetic ability of underachievers. Data on arithmetic computation, concepts, and application of random samples of seventh and eighth grade students at one junior high school were obtained and analyzed. The "t" test was used to determine possible significant differences between the control group, which used traditional materials, and the experimental group, which used the UICSM materials. The findings showed that for seventh grade students there were no significant differences. However, for eighth grade students there were significant differences favoring students using the "Motion Geometry" materials. (Author/MM)

ED 062 198 SE 013 691

Situation Reports—Cuba, Guyana, St. Vincent, and Surinam.

International Planned Parenthood Federation, London (England).

Pub Date Mar 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in four foreign countries are presented in these situation reports. Countries included are Cuba, Guyana, St. Vincent, and Surinam. Information is provided, where appropriate and available, under two topics, general background and family planning situation. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. (BL)

ED 062 199 SE 013 695

Situation Reports—Austria, Belgium, Bolivia, Botswana, Finland, German Federal Republic, Italy, Luxembourg, Mauritania, Netherlands, Norway, Portugal, Puerto Rico, Sweden, Tanzania, Yugoslavia, and Zambia.

International Planned Parenthood Federation, London (England).

Pub Date Mar 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data pertaining to population and family planning in seventeen foreign countries are presented in these situation reports. Countries included are Austria, Belgium, Bolivia, Botswana, Finland, German Federal Republic, Italy, Luxembourg, Mauritania, Netherlands, Norway, Portugal, Puerto Rico, Sweden, Tanzania, Yugoslavia, and Zambia. Information is provided, where appropriate and available, under two topics, general background and family planning situation.

General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations, and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. (BL)

ED 062 200 SE 013 696

Classroom Proven Motivational Mathematics Games, Monograph No. 1.

Michigan Council of Teachers of Mathematics.

Pub Date Dec 71

Note—56p.; Guidelines for Quality Mathematics Teaching

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Games, *Educational Games, *Elementary School Mathematics, Geometric Concepts, *Mathematical Enrichment, Mathematics Education, Number Concepts, *Puzzles, *Secondary School Mathematics

This collection includes 50 mathematical games and puzzles for classroom use at all grade levels. Also included is a wide variety of activities with cubes, flash cards, graphs, dots, number patterns, geometric shapes, cross-number puzzles, and magic squares. (MM)

ED 062 201 SE 013 697

Steffe, Leslie P.

Classificational Abilities of Young Children.

Pub Date 72

Note—29p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, *Classification, *Developmental Psychology, *Elementary School Mathematics, Manipulative Materials, Mathematics Education, Relationship, *Research, Set Theory

Identifiers—*Piaget (Jean)

This essay considers recent research on classification as related to the study of mathematics in the early grades. The first section deals with the bases and types of classification used by children in free sorting activities. The next section specifically relates to elementary school mathematics. Experiments and theory on class inclusion, multiple classification, and relations and classification are summarized and discussed in detail. The author concludes that "while a great deal is known about classificational abilities of young children, more exploration is needed." (MM)

ED 062 202 SE 013 708

Montag, Betty Jo

Matter, Motion, and Man. An Experimental Program in General Science.

Fremont Union High School District, Sunnyvale, Calif.

Pub Date 65

Note—125p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On loan)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Educational Programs, *General Science, Instruction, Instructional Materials, Laboratory Manuals, *Secondary School Science, *Workbooks

Volume One of the three-volume experimental program in general science attempts to provide preparation for the new approaches in biology, chemistry, and physics and to give those who will not continue in science a realistic way of understanding themselves, the world, and the role of science in society. Chapters on the nature of scientific inquiry, measurement, motion, energy, and matter are contained in this volume. (Author/CP)

ED 062 203 SE 013 709

Montag, Betty Jo

Matter, Motion, and Man, Volume II.

Fremont Union High School District, Sunnyvale, Calif.

Pub Date Oct 65

Note—149p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On loan)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Educational Programs, *General Science, Instruction, Instructional Materials, Laboratory Manuals, *Secondary School Science, *Workbooks

Volume Two of the three-volume experimental program in general science attempts to provide preparation for the new approaches in biology, chemistry, and physics and to give those who will not continue in science a realistic way of understanding themselves, the world, and the role of science in society. Chapters on classification, heredity, light, temperature and heat, and plants and animals are contained in this volume. (Author/CP)

ED 062 204 SE 013 710

Montag, Betty Jo

Matter, Motion, and Man, Volume III.

Fremont Union High School District, Sunnyvale, Calif.

Pub Date 64

Note—80p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On loan)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Educational Programs, *General Science, Instruction, *Instructional Materials, Laboratory Manuals, *Secondary School Science, Workbooks

Volume Three of the three-volume experimental program in general science attempts to provide preparation for the new approaches in biology, chemistry, and physics and to give those who will not continue in science a realistic way of understanding themselves, the world, and the role of science in society. Chapters on embryology, the body systems, and the frog are contained in this volume. (Author/CP)

ED 062 205 SE 013 718

Swetz, Frank

Selected Aspects of Mathematics Education in the People's Republic of China.

Pennsylvania State Univ., Middletown. Capitol Campus.

Report No.—M-Ser-5

Pub Date Jan 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, *Curriculum, *Instruction, *Mathematics Education, Secondary School Mathematics, Teacher Education, Tests

Identifiers—Mathematical Olympiads, *Peoples Republic of China

This paper consists of three articles: (1) "Chinese Mathematics Revision in Accordance with the Teachings of Mao Tse-tung," which shows that Chinese teachers are making concerted efforts to improve both their teaching and curriculum; (2) "Training of Mathematics Teachers in the People's Republic of China," which describes the training provided for a mathematics teacher at the Shanghai Pedagogical University up to 1966; and (3) "The Chinese Mathematical Olympiads: A Case Study," which covers the period 1956-1964 and includes sample paper sets. (MM)

ED 062 206 SE 013 724

Science Books, A Quarterly Review, Volume 8 Number 1.

American Association for the Advancement of Science, Washington, D.C.

Pub Date May 72

Note—96p.

Available from—AAAS Publications Department, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$6.50 annual subscription, \$2.00 single copy)

Document Not Available from EDRS.

Descriptors—*Book Reviews, Elementary Education, *Environmental Education, Mathematics, *Mathematics Education, *Science Education, Sciences, Secondary Education, Textbook Evaluation, *Textbooks

This quarterly journal reviews trade books, textbooks, and reference works in the pure and applied sciences for students in the elementary schools, in secondary school and in the first two years of college. Included are selected advanced and professional books useful for reference by students and faculty members. Annotations are listed in order of Dewey Decimal Classification, each book is rated on a four-point scale, and the level of use of the book is indicated. (Author/MM)

ED 062 207 SE 013 730

Reisman, Fredricka K.
An Evaluative Study of the Effects of Cognitive Acceleration in Mathematics in the Early School Years.

Pub Date 68
Note—67p.; Based on Ph.D. Dissertation, Syracuse University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acceleration, Anxiety, *Curriculum, *Elementary School Mathematics, *Instruction, Learning Theories, Mathematics Education, *Research, *Time, Time Factors (Learning)

The purpose of this investigation was to evaluate the effects of presenting a well structured time-telling program to children at the K-3 level. Twenty classes in two schools (two experimental and three control groups for each grade) participated in the study. Experimental group teachers were selected on three effectiveness criteria, and pretest, posttest, and retention test measures were therefore analyzed using descriptive statistics. The instruction, which lasted ten days and had as its terminal objective telling time to the nearest minute, was found to produce "educationally significant" differences only at the grade one level. No anxiety increases were detected as a result of using the program. In an appended paper, "Curriculum Decision: Learning Time Concepts and Skills," the author relates this instructional achievement to Piaget's car velocity experiments. Curriculum implications are discussed. (The paper is based on the author's doctoral dissertation.) (MM)

ED 062 208 24 SE 013 733

Klausmeier, Herbert J.
A Proposal to Disseminate Patterns in Arithmetic and to Determine Effectiveness of Dissemination. Final Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0712

Pub Date Jan 72

Contract—OEC-0-70-4945(508)

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Elementary School Mathematics, *Information Dissemination, Mathematics Education, *Research and Development Centers

Identifiers—Patterns in Arithmetic

The primary purpose of this project was to disseminate information about Patterns in Arithmetic (PIA), a grade one through six mathematics program developed by the Wisconsin Research and Development Center for Cognitive Learning. Over 30,000 short brochures were mailed to mathematics supervisors, elementary principals, superintendents, coordinators, and others. Those who requested further information (471 persons) were sent a longer publication describing PIA in more detail. Of these, 63 also accepted an invitation to attend a one-day awareness conference, and 34 actually attended; these persons also completed two questionnaires. Characteristics of those responding at various stages are analyzed, and various conclusions are drawn about this method of disseminating the program. (MM)

ED 062 209 SE 013 734

Environment Information ACCESS, Volume 2
Number 9.

Environment Information Center, New York, N.Y.

Pub Date 1 May 72

Note—88p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

"Access" is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and

television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with significant environmental entries from the Federal Register, reviews of recent books in environmental subject areas, current conferences, and subject, industry, and author indexes. (BL)

ED 062 210 SE 013 735

Science Education Newsletter No. 18.

British Council, London (England).

Pub Date Apr 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Elementary School Science, *Environmental Education, *International Education, *Mathematics Education, Newsletters, *Science Education, Secondary School Science, *Teacher Education

Identifiers—British Council, England

British developments in science and mathematics education at all levels from elementary to university, including teacher training, are announced in this newsletter. Notes on professional appointments, instructional systems, curriculum developments, and activities of professional societies are included. Additional general educational activities in Great Britain are also noted—including reports on teacher education and training, curriculum diffusion, activities of educational research organizations, and professional committees. Abstracts of the British educational press of interest to science teachers are included in the newsletter for the first time in this issue. Summaries of science and mathematics education activities in Australia, Ghana, India, Jamaica, Malaysia, New Zealand, Nigeria, Swaziland, Thailand, Uganda, United States of America, and Zambia, as well as a report on a UNESCO seminar on science education in the Arab states and a calendar of international science education events, are included. (AL)

ED 062 211 SE 013 739

Garfinkle, Gary Miller, Charlette

Authorized Course of Instruction for the Quinmester Program. Science: Design for Living.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Films, *Health Education, Instruction, *Nutrition, *Objectives, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

Performance objectives are stated for this health education unit prepared for the Dade County Florida Quinmester Program. The booklet contains an overview of the content of the unit devoted to nutrition and exercise which is intended for secondary school students, lists of suggested teaching activities found in texts and teacher sourcebooks, discussion questions, possible student projects, and visual aids available from the county and other sources. Suggestions for the organization of teaching within the quinmester are made, and a summary chart relates the suggested activities to the stated objectives. (AL)

ED 062 212 SE 013 741

Recommendations for Improving Mathematics Education.

Montana Council of Teachers of Mathematics.

Pub Date 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Instruction, *Leadership Responsibility, *Mathematics Education, Student Teacher Relationship, *Teacher Associations, *Teacher Education, Teacher Participation, Teacher Responsibility

This booklet lists 50 recommendations made by the Professional Standards Committee of the Montana Council of Teachers of Mathematics (MCTM). The items cover: (1) conditions of instruction, professional climate, leadership, curriculum development, and in-service retraining; (2) the responsibilities of higher education in pre-service and in-service education, and in research, development and leadership; (3) the rights and responsibilities of teachers and students; and (4) the role of the MCTM. (MM)

ED 062 213 SE 013 742

Clark, George M., Ed.

Biological Sciences Curriculum Study Newsletter Number 47.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date May 72

Note—30p.

Available from—Biological Sciences Curriculum Study, P. O. Box 930, Boulder, Colorado 80302

Document Not Available from EDRS.

Descriptors—*Biology, Curriculum, *International Education, Newsletters, *Science Course Improvement Project, Secondary School Science

Identifiers—*Biological Sciences Curriculum Study

This issue of the Biological Sciences Curriculum Study (BSCS) newsletter is mainly devoted to reports of the international adaptation of the BSCS materials. The BSCS director provides an overview of the international cooperation program, and a member from most of the adaptation teams contributes a short report on the progress of adaptations in his country. Reports on projects in Argentina, Brazil, Chile, Colombia, Denmark, Great Britain, Hong Kong, Indonesia, Israel, Italy, Japan, Korea, Malaysia, Mexico, New Zealand, Peru, the Philippines, Portugal, Puerto Rico, Sweden, Venezuela, Vietnam, and Yugoslavia are included. Other international adaptations in countries which did not submit an account are mentioned. The use of versions originally developed for Latin American countries having North American schools with Spanish speaking students is noted. A list of area consultants in each of the United States is appended for the information of personnel planning inservice institutes. (AL)

ED 062 214 SE 013 743

Montean, John Butzow, John

Research Review Series, Science Paper 3. A Summary of Research in Science Education for the Years of 1965-67, College Level.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Mar 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Administration, *College Science, Curriculum, Evaluation, Instruction, Objectives, *Research Reviews (Publications), Student Characteristics, Teacher Characteristics, Teacher Education

This review of research related to college and university science teaching and learning is based upon reports published from 1965 through 1967 and contained in the collection of the ERIC Information Analysis Center for Science, Mathematics, and Environmental Education. The 77 studies are abstracted under the following headings, with a short summary of the major generalizations made for each section: Instructional Procedures; Teacher Education; Equipment and Materials; Curriculum; Achievement; Science and Society; Administration and Supervision; Evaluation and Educational Objectives; and Teacher and Student Characteristics. A general summary comments upon weaknesses found in the research, identifies areas that need additional research, and comments on the lack of relationship between college courses and the secondary school science courses that students have taken. The bibliography includes ordering information for those studies cited that are available from the ERIC Document Reproduction Service. (AL)

ED 062 215 24 SE 013 742

Zunde, Pranas

A Curriculum Study of Systems Science and Engineering Programs. Final Report.

Georgia Inst. of Tech., Atlanta.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-D-018

Pub Date Apr 72

Grant—OEG-4-70-0029

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Curriculum, Engineering, *Engineering Education, *Management Systems, *Systems Analysis, *Systems Approach

Recent developments in science and engineering indicate the need for systems approach to problem solving in the widest sense. Following the explication of the concept of a system, the scope of system theory and systems engineering is discussed and operationally defined, with characteristic features of the methodology of systems science and engineering investigated. The state-of-the-art in systems science and engineering education is reviewed. The impact of systems science on engineering curricula, interdisciplinary and intradisciplinary study and research programs and on the structure of academic institutions is discussed. A method for identifying what constitutes the core of systems science and engineering programs, based on the factor analysis of catalogue descriptions of systems science and engineering courses and other relevant data, is proposed. The proposed method is demonstrated and tested on a sample population of such course descriptions, with the model curriculum based on the subject areas in the core being compared with other models of systems science and engineering curricula. The proposed method is also shown as being usable in identifying scope and orientation of academic curricula in general and of systems science and engineering curricula in particular. The feasibility of developing a technique for matching student's background and interests with program orientation is also demonstrated. (Author/PR)

SO

ED 062 216 SO 000 315

United States History: The Black Perspective. A Guide for Eighth Grade Social Studies.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—233p.

Available from—New York State Education Department, Publication Distribution Room 169, Washington Avenue, Albany, N.Y. 12244 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Ethnic Studies, Grade 8, Inductive Methods, Instructional Materials, *Negro Culture, *Negro History, *Racism, Reading Materials, Resource Guides, Secondary Grades, Self Concept, *United States History

This guide is intended to help the teacher with the curriculum integration process. It is specifically designed to provide illustrative material and narratives as raw material for an inductive approach to the examination of the role of the Black in United States History. This guide should be seen as a tool to help implement the development of these themes in the classroom: 1) slavery and the struggle for preservation of Black cultural traditions; 2) the concepts of race and racial identity in human history; 3) racism and the past and present treatment of ethnic groups in our culture. Suggestions for use of these reading selections are included both as a placement within the 7th and 8th grade social studies courses, and to possible questions to elicit discussion. Emphasis has been placed upon the use of original source materials, particularly eyewitness accounts and expressions of the Black viewpoint. Complete bibliography of selected teacher source material. Both the reading selections and pictorial inclusions can be used for individual, small-group, or total-class consideration. This is not a student text; the type of source materials require the teacher to perform his editorial role. A projected second publication will include questions and subjects for depth study. (SBE)

ED 062 217 SO 000 589

Fifth Grade Social Studies Unit and Student Readings.

Park Forest Public Schools District 163, Ill. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—79p.; Final revision, July 15, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Concept Teaching, *Cultural Awareness, Cultural Differences, Elementary Grades, Ethnic Groups, Ethnic Relations, *Ethnic Studies, Ethnology, Grade 5, *Human Relations Units, Immigrants, *Inter-group Education, Minority Groups, Resource Units, *Social Studies Units

The social studies resource unit and student readings for fifth grade pupils present the main idea that America is a heterogeneous society composed of different racial, religious, cultural, and ethnic groups who have continued the struggle to gain equal rights and opportunities. Pupils discover where immigrants came from, why they came to America, and what their problems of adjustment were after arrival. Study and analysis of democratic ideals and values leads to an understanding that they are not applied equally to minority groups. Past treatment of Indians, and Negroes is examined. Activities that provide opportunities for learning how it feels to be discriminated against are given. Emphasis is upon recognition of the many cultural and political contributions made by the ethnic groups. Thinking tasks supplied in this unit are on concept formation, interpretation of data, and application of generalizations. Twenty-five learning activities are coordinated with the thinking tasks. Supplementary features include a bibliography of books, filmstrips, films, and maps, and three teacher appendices. (Related documents are: ED 048 035 through ED 048 041.) (Author/SJM)

ED 062 218

SO 000 923

Turner, Mary Jane

Political Science in "New Social Studies" Curriculum: State of the Art—1970.

American Political Science Association, Washington, D.C.

Pub Date 70

Note—19p.; Prepared for the Political Science Education Project, American Political Science Association

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Government (Course), Citizenship, *Civics, *Curriculum Development, Curriculum Evaluation, Elementary Grades, Instructional Materials, *Political Science, Political Socialization, Politics, Projects, Public Affairs Education, Secondary Grades, Social Sciences, *Social Studies

Identifiers—*New Social Studies

This paper examines trends in social science and political education since World War II; discusses some of the fundamental directions established by the new social studies curricula; and evaluates the political science component of material produced by the curriculum development projects of the 1960's. Since World War II, the study of government and politics in the U.S. has been profoundly influenced by the behavioral approach. Also, social changes, such as the effects of technological advancement, and the realization of global interdependence, forced a redefinition of the traits and competencies desirable for citizens. In response to these pressures, a number of curriculum development projects were established. Out of the totality of social science curriculum packages developed during the 1960's, 46 have been identified as including some inputs from political science. The author classifies and discusses materials in four categories: those having 1) interdisciplinary use of the social sciences; 2) a focus on a particular discipline; 3) a focus on political science; and, 4) a focus on a particular geographic area. She then analyzes and evaluates these materials in terms of the cognitive and affective goals set out by the Political Science Advisory Panel to the California Statewide Social Science Committee. (Author/JLB)

ED 062 219

SO 002 126

Teaching Canada: A Bibliography.

Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.

Pub Date 71

Note—58p.

Available from—New England-Atlantic Provinces-Quebec Center, 76 Library, University of Maine, Orono, Maine 04473 (No Charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Area Studies, Bibliographies, *Cultural Education, Elementary Grades, Higher Education, History Instruction, Resource Guides, Secondary Grades, *Social Studies

Identifiers—*Canada

This resource bibliography with over 500 descriptive annotations on Canada, a product of a conference on Canadian Studies held at the University of Maine, Orono, in September, 1969, is designed to make teachers of social studies and other fields at both the elementary and secondary levels more aware of the variety of available teaching materials on Canada, dating from the 1930's through 1970, and also some of the sources from which they may be obtained. The bibliography is divided into four parts with book entries arranged alphabetically by author, serials by title, and most other materials by publisher. The four parts are: 1) an introduction; 2) a list of history and social studies texts and supplemental readings, fiction, books in series, serials and publishers addresses; 3) enumeration of commercial and government teaching aids and audiovisual materials, including listings of prepared source materials, sources of visual aids, and lists of artists, books, magazines and publishers in the field of music and art; and, 4) the identification of general sources of information available in Canada and from international agencies. Complete bibliographic information is provided along with prices, publishers, and indication of the appropriate grade level. (Author/SJM)

ED 062 220

SO 002 127

Simano, Irene M., Comp.

The Franco-Americans of New England: A Union List of Materials in Selected Maine Libraries.

Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.

Pub Date 71

Note—20p.

Available from—New England-Atlantic Provinces-Quebec Center, 76 Library, University of Maine, Orono, Maine 04473 (No Charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Ethnic Studies, History, Immigrants, *Library Collections

Identifiers—*Franco-Americans, New England

Approximately 140 bibliographic citations of periodicals, serials, and newspapers; books, pamphlets and theses; and selected articles dating from the 1890's to the present time and held in Maine libraries are included in this inventory of materials by or about Franco-American people. The term "Franco-American" as used here designates those French Canadians of Quebec origin who emigrated to and settled in New England in the nineteenth and twentieth centuries. Emphasis is on making the locations of the various Franco-American collections in Maine libraries known. Symbols indicating location and date holdings are given after each citation. Citations, the majority of which are written in French, are divided first by type of materials, and then arranged alphabetically by author. (Author/SJM)

ED 062 221

SO 002 286

Scientific Research in British Universities and Colleges 1969-1970. Volume III: Social Sciences.

Department of Education and Science, London (England).

Pub Date 70

Note—474p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC 1, England (\$11.26)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, Directories, Government Publications, Higher Education, Research Directors, Researchers, Research Reviews (Publications), Resource Guides, *Social Sciences

Identifiers—*England, Scotland

This directory describes social science research in progress at universities, colleges, government departments, and other non-academic institutions in England and Scotland. The basic arrangement of the directory is by broad subject heading, then alphabetically by institution. Subject areas included are: economics, history and philosophy of science, human biology, human geography, industrial administration, information science, law, politics, psychiatry, psychology, social administration, social anthropology, social medicine, and sociology. Each entry includes names of researchers, a brief description of the project, and beginning and ending dates of the research. Detailed subject and author indices are provided. (Other volumes are: I: Physical Sciences, and II: Biological Sciences.) (Author/AWW)

ED 062 222 SO 002 349
Increasing Understanding of Public Problems and Policies. A Group Study of Four Topics in the Field of Extension Education.

Farm Foundation, Chicago, Ill.

Pub Date 70

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agricultural Education, *Agricultural Trends, Conference Reports, Ecology, Guaranteed Income, Higher Education, Institutional Role, Land Grant Universities, *Public Affairs Education, *Public Policy, *Rural Environment, Rural Extension, State Universities, *University Extension

The publication contains thirteen reports from the Twentieth National Agricultural Policy Conference held September 22-25, 1970, at Pokagon State Park, Angola, Indiana. The conference was designed to assist extension workers by broadening their perspective, understanding, and handling of the methodology of public affairs education. Four topics in the field of extension education were studied. In Part I, "The University's Role in Public Policy Education", a strategy is offered which would enable the university to serve more fully the need of citizens for knowledge toward public decision making. Part II, "Policy Issues for the Seventies", points out that many decisions in agriculture today are being made by non-farm people, and suggests ways of broadening the base of public support for agricultural programs, issues, and people. Part III, "Income Maintenance Programs", examines goals, objectives, criteria, types, and rural impacts of income maintenance programs. In Part IV, "Environment and the Quality of Life", the relationship between agricultural and non-agricultural uses of rural environment is discussed, including problems of pollution which create a need for policies in the rural environment, and problems of population and the relationship of the quality of life to these topics. Institutional alternatives for improving our environment are explained. (Author/SJM)

ED 062 223 SO 002 453

Myers, Charles B. And Others

SPEEDIER Project. Preliminary Report on Social Studies Pilot Projects.

SPEEDIER Project, Palmyra, Pa.

Pub Date Mar 69

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, Elementary Grades, Inservice Teacher Education, Institutes (Training Programs), Instructional Improvement, Instructional Innovation, Instructional Materials, *Pilot Projects, Projects, Secondary Grades, *Social Sciences, *Social Studies, Teacher Improvement, Teacher Workshops

Identifiers—Pennsylvania, *SPEEDIER Project

This preliminary report describes five social studies pilot programs in the counties of Dauphin, Lancaster, Lebanon, and York, Pennsylvania. It is expected that these pilot endeavors will affect educators in the counties served by SPEEDIER as follows: 1) increase understanding of the newer content, ideas, and strategies in the pilot programs; 2) develop skills in use of new teaching strategies; 3) develop skills in curriculum experimentation; 4) develop a positive attitude toward curriculum change; and, 5) increase knowledge about curriculum and curriculum change. The five pilot programs are: 1) Fenton Social Science Program; 2) Greater Cleveland Social Science Program; 3) Senesh Social Science Program; 4) University of Minnesota Project; and, 5) Taba Social Studies Curriculum. There are several steps to the pilot model, involving climatizing, selection of programs and establishing of pilots, two years of pilot operation, and institutionalization. All five pilots discussed in this report are in the first year of pilot operation. A detailed description of this phase of each program is provided. An appendix lists the districts taking part in each program, grade levels, and numbers of pupils and teachers involved. (Author/AWW)

ED 062 224 SO 002 478

Sander, Daryl L.

Adolescent Alienation: Some Ideas and Approaches for Social Studies Teachers.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Sciences, Dropout Attitudes, Educational Strategies, Generation Gap, *Relevance (Education), School Role, *Social Studies, *Student Alienation, Teacher Role, Teaching Models

This paper draws upon interviews with several eminent behavioral scientists who are well acquainted with the American educational scene in order to: 1) glean the latest, freshest ideas from behavioral science; and, 2) to focus the paper sharply upon alienation as seen in its relationship to the schools. First, the origins of the concept of alienation and its contemporary meaning are examined. Varying perspectives on alienation, and its relationship to the generation gap, are offered by Dr. Keith Davis, Dr. Edward Joseph Shoben, and Dr. Gilbert Wrenn. The major part of the paper is devoted to the challenge for the school and approaches for the social studies teacher. Ways to make schools less rigid and impersonal are suggested. Among several ideas for social studies teachers, Wrenn recommends careful attention to group process and group tolerance of deviant ideas. Davis sees moral development as being the desired focus for much of social studies, and would utilize small discussion groups for probing moral dilemmas. Developing student discussion out of cognitive conflict derived from moral dilemmas finds application in numerous conceptual areas. Finally, content of the social studies curriculum can hardly be perceived as relevant by youth unless it provides for consideration of what Hunt and Metcalf have described as closed areas. (Author/JLB)

ED 062 225 SO 002 517

Law in a Free Society.

California State Bar, California Univ., Los Angeles. Univ. Extension.

Spons Agency—California Council on Criminal Justice, Sacramento.

Pub Date 71

Note—61p.

Available from—School of Law, University of California, University Extension, 10680 W. Pico Blvd., Los Angeles, California 90064

Document Not Available from EDRS.

Descriptors—*Civics, *Concept Teaching, Curriculum Design, *Curriculum Development, Curriculum Evaluation, Democracy, Elementary Grades, Higher Education, Inquiry Training, Inservice Courses, Inservice Programs, *Inservice Teacher Education, *Law Instruction, Secondary Grades, Sequential Programs, Teaching Guides, Teaching Techniques

Identifiers—*Law In A Free Society Project

Two major tasks of the K-12 project described in this experimental guide are: 1) present teachers with a proposed inservice program designed to give them an understanding of the subject matter and methods needed to present effective lessons at their grade levels; and, 2) develop an effective K-12 curriculum in civic and legal education. Teachers will be given instruction and guidelines developed by the project staff, consisting of statements of behavioral objectives for each lesson, concepts, and references to educational materials. Teachers develop and practice lesson plans in their own classroom during the year using each of the following eight concepts and presenting them sequentially in each grade level: authority, justice, freedom, participation, diversity, privacy, property, and responsibility. It is hoped by the end of the three-year period specific guidelines for teaching lessons on each of these concepts and others chosen for each grade level K-12 will be compiled. This guide is arranged into three sections: 1) Curriculum Development Objectives and Procedures; 2) Overview of an Evaluation of Printed Materials in Civics and Legal Education; and, 3) Guidelines for the Development of Lesson Plans (using the concept authority; other concept guidelines to be provided later). (Author/SJM)

ED 062 226 SO 002 729

Teacher's Guide to the Fifth Grade Course on Regional Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 68

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Behavioral Objectives, Case Studies, Concept Teaching, Cross Cultural Studies, Elementary Grades, *Geographic Concepts, *Geographic Regions, *Geography Instruction, Grade 5, *Human Geography, Inquiry Training, Map Skills, Resource Guides, Resource Units, Sequential Programs, Social Studies Units, Teaching Guides

Identifiers—*Project Social Studies, University of Minnesota

This fifth grade resource unit on regional studies is part of an articulated curriculum for grades K-12 that emphasizes sequential development of attitudes and skills, as well as generalizations and concepts. An inquiry teaching strategy encouraging children to find out things for themselves is presented. Children are asked to make guesses or set up hypotheses regarding regional situations by drawing upon previously-learned concepts and generalizations. The main theme of the course is that man uses his physical environment in terms of his cultural perceptions, values, and level of technology. The unit centers on selected sequent occupance case studies showing how man has dealt with his environment over time. The pupils focus upon a few case studies rather than a detailed study of each region. This course includes three main units, arranged geographically, that present an overview of the patterns of the country and a system of regionalization for the United States, Canada, and Latin America. The main part of each resource unit is set up in a double-page format to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. (Related documents are: SO 002 730 through SO 002 733.) (Author/SJM)

ED 062 227 SO 002 733

Red River Valley. Selected Readings. Grade Five.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 65

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, Elementary Grades, *Factual Reading, Grade 5, *History Instruction, Projects, Social Studies Units, *United States History

Identifiers—*Project Social Studies, University of Minnesota

Sixteen readings dating from 1854 through 1969, many of which are primary materials excerpted from dated Minnesota newspapers, are intended for fifth grade students. Five themes describe past and present conditions in the Red River Valley: 1) show the importance of fur trade and describe the wooden carts in the train that carried the trade; 2) present attempts that were made to publicize advantages in the area, making it easy and attractive for immigrants to settle in the valley; 3) describe sod dwellings used by the early settlers in Minnesota; 4) give agricultural statistics on changes in wheat production from 1910 through 1970, and crop production from 1910 through 1960; and, 5) portray present day Red River Valley, listing types of businesses found in the area and describing the cities of Crookston and Moorhead. Related documents are: SO 002 729 through SO 002 732. (SJM)

ED 062 228 SO 002 743

Dow, Tsung I.

The Impact of Chinese Students Returned from America. With Emphasis on the Chinese Revolution, 1911-1949.

Florida Atlantic Univ., Boca Raton.

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Asian History, Chinese Culture, *Cross Cultural Training, *Cultural Exchange, Educational Research, Foreign Students, Higher Education, International Education, *Student Exchange Programs, *Study Abroad

This paper traces the development of Chinese students educated in America from 1868 to 1969 and discusses the impact that education had on returning students and the influence that these students exerted on the economic, political, and cultural institutions of China. Before 1949, more Chinese studied in the United States than in Europe or the Soviet Union. Participation of Amer-

ican-trained students in the two revolutions of modern China, however, was far less than that of students educated in and returned from Japan, who carried out the revolution of 1911, or students returned from the Soviet Union, who carried out the revolution of 1949. Participation of American trained students was low because the American system was incompatible with Chinese institutions, and they attempted to revitalize China's declining society by adapting to Westernization. Furthermore, many students sent abroad remained in America where they could not influence change in China or were alienated from the peasant masses. American-trained students made significant contributions by: 1) injecting science and technology into China's culture; 2) introducing the American mass educational system that replaced the old Chinese examination institution; and, 3) maintaining a continuous supply of trained students as the nucleus of China's scientific and engineering man-power. (SJM)

ED 062 229 SO 002 746
Teachers' Manual for Politics in Four Dimensions:

A Community Study, Grade 9.
Pittsfield Public Schools, Mass.
Pub Date 71
Note—185p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Citizenship, *Civics, Critical Thinking, Grade 9, Grouping (Instructional Purposes), Inquiry Training, *Political Science, *Politics, *Public Affairs Education, Secondary Grades, Skill Development, Social Studies Units, Study Skills, Teaching Guides, Values

The four dimensions of this unit on politics for grade 9 are: political behavior, politics and the law, political action, and political theory. The course involves grouping students according to need, and attempts to get the prepared student into the community. Study skills, critical thinking, valuing and inquiry are integral parts of the course. There is no specific sequence for each of the four dimensions. There is, however, a sequencing of skills, with study skills taking first priority and inquiry skills being taught only to those who have reached a prescribed level of competence in other skills areas. Each topical lesson plan is set out in terms of understandings, teacher objectives, behavioral objectives, references, subject matter and method of teaching it. The study skills section incorporates a variety of components—note taking, skimming, summarizing, locating information, and library skills. In the section dealing with valuing skills, the authors propose a method to analyze positions on value issues and techniques that encourage students to take a stand on controversial problems. The section on critical thinking focuses on a variety of skills and stresses propaganda analysis. The material in the Inquiry Skills section deals with conducting polls, the use of sampling, interviewing, and the analysis of data. (Author/JLB)

ED 062 230 SO 002 747
Gould, Edward And Others

High School Students as Social Scientists.
Pub Date [69]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Experimental Curriculum, *Experimental Psychology, High School Curriculum, Minority Group Children, Scientific Methodology, Secondary Grades, *Social Sciences, Student Projects, *Student Research, Underachievers

This paper describes an informal, two-year collaboration of high school students, a teacher, and a psychologist; offered as an optional part of an elective, experimental psychology course. The goal was to help students begin to adopt the perspectives, tools, and research skills of the social scientist. The school has a student body of 2400; more than half the students are members of minority groups. Early class meetings were used to introduce the psychologist as a resource person, and to focus on possible project topics. Suggestions for topics centered around drugs, racism, police, and suicide. Over a two-year period, two project groups in two different classes were able to organize, design, and conduct their own investigations. Both studies were of a survey nature. The more complete project, which dealt with racism, is described in detail. As a sophisticated, controlled study, this student project left much to be desired. However, students who had never be-

fore shown the interest or ability were able to complete an investigation of their own design, and demonstrated some understanding of important elements of the scientific method in the process. (A few guidelines are offered for those interested in developing similar programs.) (Author/JLB)

ED 062 231 SO 002 749
McGee, Reece Knuckman, Charlene S.

The Graduate Teaching Assistant: Effects on Students in Large Undergraduate Courses. Purdue Experiment in Mass Instruction.

Purdue Univ., Lafayette, Ind. Dept. of Sociology.
Report No.—BULL-4
Pub Date 69
Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Research, *College Instruction, Higher Education, *Large Group Instruction, Lecture, Sociology, *Teaching Assistants, Teaching Methods, *Teaching Quality

An Introductory Sociology class enrolling up to 1,000 students per semester was the group used in this experiment to discover empirically validated means of teaching the mass class with both emotional satisfaction to students and pedagogical efficiency. The course was conducted in lecture-discussion style with two lectures and one discussion meeting per week. Eleven teaching assistants were responsible for four sections of eighteen students each. The goal of the teaching program was to teach students to think analytically using sociological concepts. Student achievement was based on essay papers. Four semesters of data are presented in 20 tables in this report. Tentative conclusions were: many common beliefs about the influence of the graduate teaching assistant are not supported by the report data; what does happen in the TA's classroom appears not unlike what can be expected to happen in any classroom, regardless of the professional status of the teacher; we know little about the ways in which the manifold influences to which students are subjected in the college classroom act upon them to produce the results we see. (Author/VW)

ED 062 232 SO 002 751

New Comprehensive National Development Plan. Economic Planning Agency (Japan).

Pub Date May 69

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Developed Nations, Developing Nations, *Ecology, *Economic Development, *Environment, Industrialization, *Land Use, *National Programs, Program Planning

Identifiers—*Japan, National Development Plan

This plan, worked out in accordance with the Comprehensive National Land Development Act of 1950, provides the basic direction for national development based upon a long range and comprehensive viewpoint. The broad purpose of the plan is to create a desirable environment while attempting to adapt to the new society and deal with current regional problems. The objectives of the plan are 1) create an affluent environment for human beings by harmonizing the national environment and promoting conservation, efficient utilization of all land areas, independent regional development modified to fit unique land conditions, and cultural environment; and, 2) provide approaches for tackling regional problems of overcongestion, oversparseness, and regional differentials. Since the plan is designed to extend from 1965 through 1985, it is to be implemented flexibly giving due consideration to changes in environmental conditions. The plan is made up of three parts: 1) "Basic Plan for Comprehensive National Land Development"; 2) "Basic Development Concepts for Each Region; and, 3) "Means to Achieve the Plan". (Author/SJM)

ED 062 233 SO 002 776
Parker, Sandra

Social Studies: School, Home, and Neighborhood, Getting to Know More People and Places. English as a Second Language.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, *Bilingual Education, *Community Study, Curriculum Guides, Elementary Grades,

*English (Second Language), *English Curriculum, English Instruction, Resource Guides, Second Language Learning, *Social Studies Units, Teaching Techniques

Identifiers—Florida, *Quinmester Program

The quinmester course intended for pupils speaking English as a second language aims to teach students to ask and answer questions and discuss, orally and in written form, basic concepts in social studies such as transportation, map reading, family, friends, school, home, neighborhood, and community in an attempt to help them function effectively in the community. A framework is provided by eight specific context areas: Doing Things Now; Customary Activities; Describing Objects; Clothing and Colors; Where; Yesterday, Last Week, Last Month; Yours, Mine, Ours, and Theirs; and, Going Places. Each context area has two or more sections of language practice to facilitate division into lesson plans and is further subdivided into patterns, suggested substitutions (vocabulary), specific measurable objectives, suggested teaching procedures, and correlations with standard English Second Language Materials. Related documents are SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 062 234 SO 002 784

Lifitin, Elaine

Social Studies: Ecology and Survival.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, Case Studies, *Conservation Education, Curriculum Guides, *Ecology, *Environmental Education, Grade 7, Grade 8, Grade 9, Junior High Schools, Natural Resources, Overpopulation, *Pollution, *Problem Solving, Resource Guides, Secondary Grades, Social Studies Units

Identifiers—Ecosystems, Florida, *Quinmester Program

Designed as an elective course of study for grades seven through nine, this curriculum guide provides a study of the political, economic, and social aspects of ecological problems in the community, state, or nation. The focus is on the causes and effects of pollution and alternative courses of governmental and student (citizen) action. A suggested sequence is given for the nine week course. Weeks 1 - 2: pupils discuss vocabulary terms and identify basic concepts and principles as they relate to ecology. Weeks 3 - 6: students analyze the cause of ecological problems and examine examples of and effects of five types of pollution — air, water, land, noise, and people, and, identify case studies of pollution in the community and nation. Weeks 7 - 9: students examine legislation and its enforcement, formulate programs, and enlist community support. Arranged in the same format as other quinmester courses, a learning activities section provides a picture of the main idea and specific behavioral objectives for a set of learning activities. Related documents are SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 062 235 SO 002 786

Lifitin, Elaine

Social Studies: Our Federal Government.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *American Government (Course), Behavioral Objectives, *Citizenship, Civics, *Constitutional History, Current Events, Curriculum Guides, *Democracy, Grade 7, Grade 8, Grade 9, Junior High Schools, Political Science, Politics, Resource Guides

Identifiers—Florida, *Quinmester Program

Designed as a pre-requisite for other quinmester courses in the political studies cluster, this course of study for grades seven through nine, aims at providing the student with basic knowledge about Democracy, and an understanding of the rights and responsibilities of each citizen to make a Democracy work. Course goals are for the student to: 1) develop generalizations about the reasons for government; 2) analyze the Democratic principles and American heritage on which this government is based; 3) identify the civil and human rights accorded each citizen of

the United States; 4) illustrate how constitutional rights imply responsibilities commensurate with those rights; 5) assess how our government has carried out its constitutional charges; 6) analyze the roles of the three branches of government; 7) specify the methods by which the constitution is kept a living document; 8) differentiate among the methods by which individuals can influence the government; 9) evaluate the importance of the individual's exercise of his right to vote in America; 10) identify problems facing our national government today. The guide is divided into a broad goals section; a content outline; objectives and learning activities; and a materials section. Three appendices contain additional activities. (Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792.) (Author/SJM)

ED 062 236 SO 002 789

Snyder, Charles W.

Social Studies: Consumer Education.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—29p.; Authorized course of instruction for the Quinmaster Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Banking, Consumer Economics, *Consumer Education, Credit (Finance), Curriculum Guides, Grade 7, Grade 8, Grade 9, Junior High Schools, Money Management, Purchasing, Resource Guides, Secondary Grades, *Social Studies

Identifiers—Florida, *Quinmaster Program

The course outlined in this curriculum guide, modified to fit the quinmaster organization of schools, focuses on the role of the individual as a consumer. The aim of this elective, grades 7-9 course is to help the student develop sound decision-making habits for functioning more effectively in the marketplace and best fulfilling his role as a consumer. The guide is divided into: 1) a broad goals section; 2) a content outline; 3) objectives and learning activities; and, 4) recommended textual materials, audio-visual materials, and supplementary materials. Course content includes sections on: money, credit buying, banks, good buying practices, aides to buyers, advertising, and consumer deceivers. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/AWW)

ED 062 237 SO 002 795

Wayland, Sloan R.

Working Paper on School Education on Population Questions: Background and Major Issues.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 69

Note—5p.; Consultation on population and family education, Paris, September 22-24, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Developing Nations, Educational Programs, *Family Planning, International Organizations, International Programs, Planning Meetings, *Population Education, Program Planning

The immediate purpose of this consultation paper is to plan for a proposed seminar or seminars which would offer training to personnel concerned with the development of population education and its introduction in education systems. Some aspects of the broader setting for this training are briefly sketched, such as: a) the formal actions taken by the various United Nations agencies indicating the programs and services available in population and family planning; and, b) ways in which Unesco's role in educational systems in population/family planning differs from Unesco's work in other areas. A number of problems need to be considered: 1) definition and delineation of population education; 2) problems of curriculum development; 3) instructional materials and aids; 4) teacher education; 5) training of leadership personnel; and, 6) evaluation. In considering possible answers to these problem areas, the meeting may be in a position to provide guidance not only on specific matters such as objectives, content and scope of the proposed training courses, but also on the wider overall program of action into which the course should fit. (Author/JLB)

ED 062 238 SO 002 796

Giffard, E. O.

Cartographic Symbolism and Very Young Children.

Pub Date [72]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Geography Instruction, *Maps, *Map Skills, Primary Grades, Teaching Models,

Teaching Techniques
Identifiers—*Cartography

The purpose of this paper is to discuss the alleged special difficulties in teaching very young children how to interpret cartographic symbols. Adults too often reduce or temporarily destroy interest by introducing too many complications too fast. There is a vast difference between acceptance of a fact and understanding of the cause of the fact. In teaching children how to understand maps, teachers often seek to deal with the difficult aspects first, such as the representation of a curved surface on a plane surface, and they seek to press from simple facts to complicated explanations at too fast a pace. Understanding symbols involves simply the ability to associate ideas, a process commenced shortly after birth. Many teachers assume that it is essential to provide pictorial maps if young children are to understand cartographic symbolism. But to use facsimile representations first only prolongs the process. As to the problems connected with the round world and flat maps, the important thing is to convince the child that it works, and how. It is suggested that nine years be accepted as the minimum age at which instruction in contouring be usefully commenced. The most important thing in teaching cartographic symbolism is that children must be brought to understand at each stage of instruction why something is being done in a certain way, and the object of doing it. (Author/JLB)

ED 062 239 SO 002 798

Annotated Bibliography for 1968 Studies and Research.

Toronto Board of Education (Ontario). Research Dept.

Pub Date 68

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Adult Education, *Annotated Bibliographies, *Educational Research, Elementary Grades, Higher Education, Research Reviews (Publications), Secondary Grades

Identifiers—*Canada, Toronto

Ten supplemental research reports on a wide variety of topics, part of a series of yearly publications prepared by the Research Department, are annotated in this bibliography intended for interested school personnel. Titles reflecting the content of the studies are: "A Study of Night School Drop-outs"; "Children's Concept of Number: The Spontaneous Production of Number Symbols in Their Drawings"; "Marks and Mobility in a Downtown School"; "Cost Analysis of New Canadian Instruction"; "The Duke of York Day Care Project"; "Here Comes McMurrich"; "The Effect of Having Previously Attended Junior Kindergarten on 'Draw-A-Classroom' Test Scores Obtained in Senior Kindergarten"; "Changes with Time in the Content of Children's Drawings: A Longitudinal Study with the 'Draw-A-Classroom' Test"; "The Raven Progressive Matrices: A Review of Literature Relating to Its Selection for Use in the New Canadian Study"; "Need, Culture and Curriculum -- Educating Immigrants and Ethnic Minorities (A Survey of Literature)". The forty-nine earlier research service publications are listed by title and report number in consecutive order with availability information included. Related documents are: SO 002 744 and SO 002 745. (Author/SJM)

ED 062 240 SO 002 916

Hamilton, Dave

A Guide to the Negro Newspapers on Microfilm: A Selected List.

Northern Illinois Univ., De Kalb.

Pub Date [72]

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Indexes (Locators), Microfilm, Negroes, *Negro History, *Newspapers, United States History

Identifiers—*Negro Newspapers, Primary Sources

In 1946, the Committee on Negro Studies of the American Council of Learned Societies began the project of microfilming the Negro newspapers published in the United States in the last century. The Library of Congress, through its Photoduplication Service, performed the microfilming ser-

vice and in 1953 issued a guide entitled *Negro Newspapers on Microfilm: A Selected List*. The present document is intended to fill the gaps and omissions in that Library of Congress guide. The results of a title-by-title search of the 180 reels of microfilm have been compiled into three lists. List I is arranged alphabetically by the title of each newspaper on the film. At the beginning of certain entries, symbols are used to indicate that the title cannot be found in Brown's Check List, Ayer's Newspaper Directory, Gregory's, and Union List of Serials. If dates of publication can be verified in one of these sources, they are included in the title line of the entry. The reel and title number on the last line of each entry expresses the exact location on the microfilm. List II is arranged by state and city of publication. List III is arranged by reel and title order indicating the order in which the titles appear on each reel of the set. (Author/JLB)

ED 062 241 SO 002 921

Zitin, S. L. And Others

Black Studies in Independent Schools.

National Association of Independent Schools, Philadelphia, Pa.

Pub Date 71

Note—63p.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, African History, American Culture, American History, Course Descriptions, Cultural Background, Ethnic Groups, *Ethnic Studies, Ethnology, Junior High Schools, *Negro Culture, *Negro History, *Negro Literature, Secondary Grades, United States History

This packet, prepared to give support and guidance to independent schools striving to develop courses and design curricula in Afro-American studies, presents sampling course descriptions from seven selected schools on black studies intended for junior high and senior high students and offers two statements on black literature. The booklet is divided into three parts: Part I includes courses selected from the 100-plus questionnaires returned to the Choate-African American Resource Center in the fall of 1969. Selections indicate the diversity in philosophies, techniques, materials, and racial composition of classes. Course descriptions provide an explanation of establishment of the course, general aims, general course content, texts, methods, evaluation, and recommendations. Part II presents two statements on black literature; one, "The Black Picaresque in Fiction" by Dr. Charles H. Nichols, contains autobiographical writings on black experience that reveal deep conflicts which, when translated into fiction, assume the form of the picaresque. The other, "Negritude" by W. A. Jeanpierre, examines the Negritude movement and explains the themes of black experience in poetry. (Author/SJM)

ED 062 242 SO 002 922

Mallery, David

Independence and Community in Our Schools.

National Association of Independent Schools, Philadelphia, Pa.

Pub Date Dec 71

Note—47p.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Community Study, *Educational Change, Educational Innovation, Educational Objectives, Educational Philosophy, Elementary Education, *Independent Study, Individualized Instruction, Individualized Programs, Relevance (Education), *School Community Programs, Secondary Education, Social Change, Student Attitudes, *Student Projects, Student School Relationship, Teaching Methods

During the past few years a new trend in day to day schooling has developed, namely independent studies, that involves learning experience between people. This monograph presents the idea that there is a relation between independence in school programs and a desire for "community" (the coming-together of people) which is mutually nourishing. Independence and community are intertwined, inter-dependent, and compliment one another. Although at the present time the

majority of programs are intended for senior high students, a number of schools incorporate the programs at an earlier age. For example, in Greenwich, Connecticut at the Whitby School, younger children are learning on their own in a social setup and, furthermore, learning what is of interest to them. Many teachers and students feel that the actual experience gained outweighs the outcome of the independence-community project. Student feedback to the schools indicates that the experience with people is vital regardless of whether the specific activity engaged in is like or not. Students working on independent projects within a community favorably report a gain of insightful knowledge and understanding and a growing awareness of the humanity of all people. (Author/SJM)

ED 062 243 24 SO 002 932

Altman, Irwin And Others

The Ecology of Home Environments. Final Report. Utah Univ., Salt Lake City. Dept. of Psychology. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-0-0502
Pub Date Jan 72
Grant—OEG-8-70-0202-508
Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Science Research, Behavior Patterns, Data Collection, *Environmental Criteria, *Environmental Research, *Family Environment, Family Involvement, *Physical Environment, Space Utilization, Surveys

This empirical study, concerned with man-environment relationships in the home, identifies similarities and differences among family types; develops a body of normative, descriptive, baseline data about the home environments of a sample of lower middle class American families; and, gathers information regarding patterns of spatial behavior across various parts of the home. Data were collected on 147 male U. S. Navy sailors 18-21 years old by means of a behavior oriented questionnaire containing approximately 330 items about the respondents' homes and family practices. The findings indicated that there are a number of "universal" practices regarding use of the home environment and that clusters of environmentally related behaviors distinguish two "ecological styles", in terms of behaviors exhibited throughout the home: Type A (open/informal/socially interactive characteristics that are reflected in all family members); and Type B (who exhibit the opposite characteristics and set up firmer boundaries). Directions for further research are: 1) examine antecedent factors associated with the use of family environments; 2) compare patterns of the use of environments; and, 3) compare social, ethnic, and cultural groups. (Author/SJM)

ED 062 244 SO 002 933

Baldrige, J. Victor

Environmental Pressure, Professional Autonomy, and Coping Strategies in Academic Organizations.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RD-Memo-78

Bureau No—BR-5-0252

Pub Date Sep 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Freedom, College Environment, *College Faculty, *Colleges, Community Influence, Educational Sociology, Professors, School Community Relationship, Social Influences, *Universities

Identifiers—*Organization Theory, Professional Autonomy

The paper offers this basic proposition: The higher the social insulation of professional organizations, the higher the professional autonomy within them—and vice versa. Essentially the paper offers an interconnected set of propositions dealing with environmental pressures on the autonomy of college/university faculties coupled with a discussion of the coping strategies that faculties make when threatened. Some of the propositions are: 1) the greater the external control over resources, the lower the professional autonomy; 2) the lower the professionals' control over client characteristics, the lower the professional autonomy;

my; and, 3) the more the school and its significant environment tend to be in harmony, the greater the professional autonomy of the faculty, and vice versa. The author proposes that much can be learned about the autonomy and organization of the academic profession by examining the relation of professionals to their environment, instead of focusing on the internal nature of the profession itself or on the academic institution. If this is correct, much of the variation in the internal operation and structure of colleges/universities ought to be predictable from a knowledge of their relations with their outside environment. (Author/JLB)

ED 062 245

SO 002 934

Baldrige, J. Victor

Social Science Paradigms and the Study of Complex Organizations.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RD-Mem-76

Bureau No—BR-5-0252

Pub Date Sep 71

Contract—OEC-6-10-078

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Sociology, *Group Dynamics, Models, *Operations Research, *Organization, Organizational Change, Research Needs, Scientific Methodology, Social Change, *Social Sciences, Systems Concepts

Identifiers—*Organization Theory

This paper for educational administrators and researchers, and theorists begins with a discussion of the role of intellectual paradigms in the development of science, and outlines some of the general social science paradigms that have been dominant in organization theory. A classification scheme is constructed, based on Udy's organizational subsystems and Buckley's basic sociological paradigms, that allows one to compare and contrast different paradigms. By means of this classification scheme, one can see which areas have been the focus of organization research up to the present, and which have been neglected. Issues that demand further research are set forth. References are given. (Author/VLW)

ED 062 246

SO 002 936

Sanderson, Barbara A. Kratochvil, Daniel W.

Holt Social Studies Curriculum. Developed by Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University. Product Development Report 13.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—AIR-21900-1/72-TR(13)

Pub Date Jan 72

Contract—OEC-0-70-4892

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Descriptions, *Curriculum Development, *Curriculum Evaluation, Diffusion, High School Curriculum, *History Instruction, Inquiry Training, Program Descriptions, *Projects, Secondary Grades, *Social Sciences

This report is the thirteenth of twenty-one reports dealing with the developmental history of a recent educational product: the Holt Social Studies Curriculum directed by Dr. Edwin Fenton. This series of courses stresses an inquiry approach to the study of history and the social sciences, specifically economic and political systems, world history, foreign cultures, American history, the behavioral sciences, and the humanities, and to a lesser degree values, attitudes, and subject matter content. This report describes: 1) materials; 2) rationale and procedures for use; 3) sources of funding, and evolution of ideas for the product; 4) planning, management, and organization for development; 5) evaluation using standardized tests and product development tests; 6) diffusion activities and extent of adoption. The future of the product and critical decisions made in the seven year history of curriculum development are discussed. Appendices contain examples of lesson plans found in teachers' guides and a list of the twenty-one reports. (Author/VW)

ED 062 247

SO 002 952

Hiles, Dorothy And Others

Social Studies. Teenage Living: Home and Family Education.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; Authorized course of instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, *Behavioral Sciences, Curriculum Guides, Family Relationship, Grade 7, Grade 8, Grade 9, *Human Relations Units, Junior High Schools, *Peer Relationship, Personality Development, *Personal Values, Resource Guides, Secondary Grades, Self Actualization, Social Development, Social Studies Units, *Values

Identifiers—Florida, *Quinquennial Program, Values Education

The quinquennial behavioral studies course for grades seven through nine focuses on factors influencing the young teenagers' attitudes, behavior, and relationships with others. A major objective is for the teenager to examine his own values and behavior, and those of his peers, preparing him for the changes and challenges that will confront him and enabling him to obtain and to set goals that will help him get the most from his teen years. The nature of this course invites the use of a guidance/human relations approach to make it more relevant to students. Nine units of the course are: 1) Basic human needs; 2) Personality development; 3) Character growth; 4) Rules and self-discipline; 5) Unique challenges of today's society; 6) Social relationships; 7) Boy-girl relationships; 8) Family relationships; and, 9) Self-assessment. Other related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062 248

SO 002 953

Heggy, Joan

Social Studies; Politics and Revolution.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—34p.; Authorized course of instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Activity Units, Behavioral Objectives, Curriculum Guides, Grade 10, Grade 11, Grade 12, Politics, Resource Guides, Secondary Grades, *Social Action, *Social Change, Social Structure, *Social Studies Units, Social Values, Socioeconomic Influences

Identifiers—Florida, *Quinquennial Program, Revolution

This quinquennial course for grades ten through twelve emphasizes major causes and symptoms of revolution, and also examines other forms of change available to society. Goals pursued throughout the course are for the student to: analyze what happens, why, and the cost of a revolution; understand "revolution as a problem-solving technique"; instill an awareness of the nature of revolutionary struggle, and the possibility that a revolution "won" may ultimately be "lost"; analyze the type of society that exists after such a restructuring. Ten units are: 1) The different levels of change within a society and the ways to differentiate between them; 2) Causes of a revolution; 3) Application of the causal theories; 4) Students' generalization from data about the primary and secondary causes of revolution; 5) Application of generalizations; 6) Examination of the resolution of revolutionary activity; 7) Students' proposal of reasons for change in direction of a revolution; 8) Examination of the aftermath of a revolution; 9) Students' proposal of reasons why the goals of a revolution were met or not met; 10) Analysis of revolution as a problem solving technique. A list of resource materials and five appendices are provided. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062 249

SO 002 955

LaRoe, Margaret E.

Social Studies: The Florida Story.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Area Studies, Behavioral Objectives, Curriculum Guides, Economic Development, Grade 7, Grade 8, Grade 9, *History Instruction, Junior High Schools, Minority Groups, Political Issues, Population Education, Resource Guides, Secondary Grades, Social Development, Social Problems, *Social Studies Units, *State Government, *United States History
Identifiers—*Florida, Quinmester Program

A survey of Florida's history comprises this quinmester general social studies course for grades seven through nine. The primary aim is to give students skills and knowledge necessary to understand issues and take part in their resolution, thereby helping students to prepare for effective citizenship in their own state. Objectives of the course focus on the concept of growth, since this idea typifies Florida and has molded the development of the state in the past and present. Arranged in the same way as other quinmester courses, the course is outlined in eight parts: 1) Factors that Affect Growth; 2) Indians of Florida; 3) International Rivalry; 4) Political Development; 5) Economic Development; 6) Social Development; 7) Bio-politics; and, 8) The Future of Florida. A materials section includes recommended textual materials, classroom materials, and teacher references. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062 250 SO 002 956

Cotton, Michael

Social Studies: The United States in Asia, Past and Present.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, American History, Behavioral Objectives, Curriculum Guides, *Foreign Policy, *Foreign Relations, Grade 10, Grade 11, Grade 12, History Instruction, *Imperialism, Resource Guides, Secondary Grades, *Social Studies Units, *United States History, World Affairs

Identifiers—Asia, Diplomatic History, Florida, *Quinmester Program

The American Studies quinmester course for grades ten through twelve on the United States and Asia emphasizes how United States foreign policy evolved in Asia from the Spanish American War in 1898 which was a turning point in policy to the present and the need to understand the involvement of foreign policy and its implication for mutual development. Course goals are for the student to: 1) analyze the motives for United States involvement in Asia at the turn of the 20th century; 2) trace the development of Japan as a Pacific power and describe its effect upon the United States; 3) formulate hypotheses about the impact of World War II upon the United States in Asia; 4) discuss critically the United States policy of containment in Asia; 5) identify the variables of political, military and economic significance regarding the Indochina conflict. The content outline coordinates course goal concepts. A materials section includes listings of recommended basic textual and other materials, alternate student and class material, and teacher reference materials. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062 251 SO 002 958

Hanson, Paul S.

Social Studies: Colonial America.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—30p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, *Colonial History (United States), Curriculum Guides, Grade 7, Grade 8, Grade 9, History Instruction, Junior High Schools, Puritans, Resource Guides, Secondary Grades, *Social Studies Units, *United States History
Identifiers—Florida, *Quinmester Program

Students in grades seven through nine will examine and analyze the political organization, social structure, economic life, and values of the American Colonial period in this quinmester ar-

anged American Studies course. Since the thirteen English Colonies effected the United States development, many of our nations foundations in government, economics, and social life areas can be traced to Colonial antecedents. Course content includes outlined units on: 1) the effect of religion, nationalism, economy, and trade on sixteenth century England; 2) early attempts toward colonialization; 3) problems of survival and the success factors in the founding of Jamestown; 4) the Puritans in New England; 5) Colonial Survey; 6) economics, social, and political aspects of Colonial life; and 7) Colonial values in New England, the Middle Colonies and the Southern Colonies. A materials section of the guide lists textual materials, and alternate student and class materials. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062 252 SO 002 962

Ham, Pamela S.

Social Studies: Life in the Soviet Union.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Area Studies, Behavioral Objectives, *Communism, *Cross Cultural Studies, *Cultural Awareness, Curriculum Guides, Foreign Culture, Grade 7, Grade 8, Grade 9, Human Geography, Junior High Schools, *Non Western Civilization, Resource Guides, Secondary Grades, Social Studies Units
Identifiers—Florida, Quinmester Program, *Soviet Union

This world studies elective quinmester course for grades seven through nine focuses on the national life style of Russia, emphasizing its varied cultural background, and, through an analysis of cultural characteristics, examining the influence a totalitarian government has on the nation's institutions. The student will: 1) evaluate the environment including the physical features of location, typography, climate, river systems, and vegetation influencing Russia's life style; 2) explain the Communist Party as the center of all authority; 3) identify and analyze the life-styles that are influenced by the totalitarian state in various geographic regions of the Soviet Union comparing and evaluating education, the family, economy, communication, art, dance, music and literature; and, 4) investigate the extraordinary change and variety of culture within rural and urban settings of the Soviet Union with an emphasis on the number of different ethnic or minority nationalities and their language differences. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062 253 SO 002 963

Blinn, Herbert Weinfeld, Herbert

Social Studies. China: Awakening Giant.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Area Studies, Behavioral Objectives, *Chinese Culture, Communism, *Cross Cultural Studies, Cultural Awareness, Curriculum Guides, Foreign Culture, Grade 7, Grade 8, Grade 9, *Non Western Civilization, Resource Guides, Secondary Grades, *Social Studies Units, World History

Identifiers—China, Florida, *Quinmester Programs

The elective, Quinmester course of study for grades 7 through 9 presents a survey on Chinese cultural history, cultural development, and culture as it is now in contemporary China. Emphasis is on comparing and contrasting traditional attitudes, values, and the total culture with the new culture since the Communist Revolution of 1948 in an attempt to help students perceive insight into current political, social, and economic priorities. The course is outlined in three parts: 1) traditional and modern social institutions are contrasted and China's differing relationships with other countries is explored; 2) China in transition is portrayed with emphasis upon modification of traditional institutions, attempts at reform, study of Chiang Kai-Shek, and the Communist take over; and, 3) the Communist system is examined

with analyses of the Communist party, changed patterns of life under Communism, and international relations' determination factors. A materials section of the guide lists teachers and student resources. Less than half of the book is composed of an appendix that includes selected historical and current readings (dating from 1342 to 1966) developed by the Project Social Studies Curriculum Center of the University of Minnesota. Related documents are SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 062 254 SO 002 966

Foremen, Laurie K.

Social Studies: American Indian.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—27p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *American Indian Culture, American Indians, Behavioral Objectives, Cross Cultural Training, *Cultural Awareness, Curriculum Guides, Ethnic Groups, *Ethnic Studies, Government Role, Junior High Schools, Resource Guides, Secondary Grades, *Social Studies Units, Tribes, *United States History

Identifiers—American Studies, Florida, *Quinmester Program

Junior high students taking the elective American studies quinmester course, "The American Indian", will study Indian culture and history, and United States government policy toward Indians. It is hoped that students will learn to appreciate the contributions that Indians made to this nation and will avoid the kind of stereotyping that frequently seems to occur. In the four units which outline the course the students will examine and analyze: 1) the culture of American Indians, placing emphasis on five main cultural areas, ways of living, and main cultural groups; 2) Indian aid to early Americans, and Indian contributions that are part of American culture today; 3) problems of American Indians today, such as poverty and prejudice, historical policies of the Federal government toward Indians, conflicting values between Indians and white men, and psychological ills of reservation life; and, 4) the future of American Indians current Indian movement, federal policy today, and assimilation vs. separatism. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and, SO 002 949 through SO 002 970. (Author/SJM)

ED 062 255 SO 002 968

McCormick, Jackie

Social Studies: Emergence of America as a World Power.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, *Colonialism, Curriculum Guides, *Foreign Policy, Foreign Relations, Grade 7, Grade 8, Grade 9, *Imperialism, Junior High Schools, *Nationalism, Resource Guides, Secondary Grades, Social Studies Units, *United States History, World Affairs

Identifiers—*American Studies, Florida, Quinmester Program

The quinmester American studies elective course for grades seven through nine focuses on the development of the United States as a world power from 1898 when conditions and influential groups of expansionists contributed to the United States, changing from an isolationist nation to the present world power. Emphasis is on the concept of national power and its manifestation in national and foreign policy in an attempt to provide students with a background and foundation upon which to build an understanding of America's role in today's world. Seven units of the course, arranged as other quinmester social studies courses, with stress upon United States foreign policy are: 1) From Isolationism to Imperialism; 2) From Pre to Post World War I; 3) Return to Isolationism; 4) From Pre to Post World War II; 5) Cold War to the Present; 6) Projections for the future; 7) Relationship of past events to the present. A bibliography of student and teacher materials is included. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062 256

SO 002 969

McConnell, Spero

Social Studies: The Law and You.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—43p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, Case Studies, *Civil Liberties, *Court Litigation, Curriculum Guides, Democracy, Grade 7, Grade 8, Grade 9, Junior High Schools, Juvenile Courts, *Law Enforcement, *Law Instruction, Police Action, Police School Relationship, Resource Guides, Secondary Grades, *Social Studies Units

Identifiers—Florida, *Quinmester Program

This political studies course for grades seven through nine emphasizes the relationship between youth and law, illustrating the way law works in a democracy. Emphasis is upon students learning to appreciate the need for law and knowing their basic rights and responsibilities as American citizens. Rather than a memorizing exercise, it is an attempt at student involvement in relating law to their own experience. Arranged like other quinmester courses, it includes a broad goals section, a content outline, objectives, learning activities, and materials. Four units are: 1) Bases of Law; 2) You and the Police; 3) You and the Courts; and, 4) Liberty and Justice for All. Supplementary materials include several cases for mock trials. Other social studies quinmester courses are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 062 257

SO 002 989

Geography In-Service Course. Teacher's Guide.

Texas Education Agency, Austin. Div. of Program Development.

Pub Date 71

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Climatic Factors, Cognitive Objectives, Elementary School Teachers, *Geographic Concepts, Geographic Regions, Geography, *Geography Instruction, *Human Geography, *Inservice Courses, Inservice Teacher Education, Map Skills, *Physical Geography, Social Sciences, Teaching Guides, World Geography

The teaching guide for an elementary geography in-service course provides a framework for broad geographic understandings. The emphasis is upon helping teachers better understand the structure of geography themselves so they may implement a social studies program in which students use the facts of geography to develop understandings of basic concepts and skills in critical analysis. Eight major areas are: Our Globe and Grid; The Essence and Use of Maps; Climate and Man; The Face of the Earth; Resources, Man, and His Environment; Urban Man; World Regions; and Japan: A Regional Study. Each unit is organized around a number of problems, generalization and understandings, concepts, tools and resources, methods of approach, and activities that are related to the unit topics. The 16-clock-hour course includes eight 2-hour sessions. An appendix is included that lists transparencies by title or content. (SJM)

ED 062 258

SO 002 996

Nelson, Jack L.

Social Radicalism as a Framework for Education.

Pub Date 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Freedom, Democracy, Educational Sociology, Political Issues, Public Schools, Socialization, Social Problems, *Social Studies

Identifiers—Controversial Issues, *Radicalism

This paper examines the nature of radicalism, proposes definitions and dimensions, and suggests the dynamics of radical thoughts and their interrelation with schools. A radical idea is one which is highly divergent from the normative values, behaviors, ideals or traditions of a culture at a point in time. This paper views radical ideas as occurring at either end of a right-left spectrum of social thought. While one might expect radical right and radical left ideas to be dichotomous, there are a number of areas of convergence. Because schools are a major agent of socialization, they are one of the primary foci of reform

movements, both as agents and targets. Thus, the content of radical social ideas has a direct relation to the content present in schools. In terms of process, schools in an open society must be able to provide an intellectual setting in which conflicting ideas can be examined. This process implication of radical ideas for education assumes adequate academic freedom and intellectual prowess to engage students in these typically controversial topics. Unfortunately, the tradition of intellectual and academic freedom has not been well established in the public schools. Educators need to undertake the study of social radicalism and to provide students with opportunities for extensive investigation of radical social ideas. (Author/JLB)

ED 062 259

SO 003 006

Nicolosi, Louis J.

And Others

American History: The Multi-Concept Plan for High School.

Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1060

Pub Date 71

Note—205p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activity Units, *American History, Civil War (United States), *Concept Teaching, Constitutional History, Curriculum Guides, Democracy, *History Instruction, Modern History, Reconstruction Era, Secondary Grades, Sequential Learning, *Social Studies, *United States History

Providing a basic framework for a one year American history course for secondary students, this curriculum guide offers help for teachers in planning, organizing, and teaching social studies. Designed to cover the whole panorama of history (1450 through 1969) in sequence, the course aims to help students understand early events and how they are related to contemporary affairs. The multi-concept plan is based upon the assumption that the subject matter of American history can be presented in terms of general organizing concepts. These general ideas (primary concepts) serve as the organizational framework for factual content (secondary concepts) of the course. The students, taught by this plan, become aware of the relativity of historical interpretation and learn to organize facts into meaningful patterns. The thirty-six week course in American history is divided into 17 units of instruction, with each unit varying from one to three weeks in duration. The last three units are devoted to the developing twentieth-century conflict between Capitalism and Communism. Concepts, content, guides, oral and written activities, and bibliography of student and teacher materials are presented for each unit. A social studies skills development chart is appended. (Author/SJM)

ED 062 260

SO 003 032

Holmes, Rose Rusch, Nancy

Organizing Audio-Visual Instructional Materials in the Madison Public Schools.

Madison Public Schools, Wis.

Pub Date 72

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Cataloging, Information Processing, *Instructional Media, Library Guides, Library Materials, *Library Technical Processes, *School Libraries

Identifiers—*Nonbook Materials

The manual for librarians in the Madison Public School system offers guidelines for cataloging nonbook materials. The purposes in preparing this manual are threefold: to provide the best information about these nonprint items based on school special needs; to make these materials easy to find and use; and to assist both students and teachers in their search for all related materials on the subject. These goals influenced the decisions on cataloging format for bibliographic data describing nonbook materials. Standard library principles of cataloging are adapted for the handling of these materials. The system governing audio-visual media cataloging generally follows an arrangement by Dewey class number establishing consistency in methods for processing both books and nonbook items. The manual is arranged into the following eight sections: 1) an introduction; 2) cataloging and housing instructions for still-projection materials, motion picture projection materials, audio materials, flat graphic materials, three dimensional materials

and multi-media materials study kits; 3) locally produced materials; 4) ephemeral materials; 5) cataloging guide; 6) storage and summary table; 7) bibliography; and, 8) appendix: School Symbols and Codes. (Author/SJM)

ED 062 261

SO 003 033

Sixth Grade Interdisciplinary Packet: Science-Social Studies.

Madison Public Schools, Wis.

Pub Date [72]

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Affective Objectives, Anthropology, Cognitive Objectives, *Concept Teaching, Curriculum Evaluation, Curriculum Guides, Elementary Grades, Evolution, Grade 6, Human Relations, *Interdisciplinary Approach, *Physical Sciences, *Socialization, *Social Studies Units

This curriculum guide for sixth graders focuses upon "Who is Man?"; "Who am I?" and "Man Needs Man" in an interdisciplinary sequence that combines scientific and social studies ideas and theories. It is hoped that this approach will help the pupil shape positive change within himself and his society. Emphasis is upon pupils gaining both conceptual understandings and developmental skills progressively throughout the year. The course is arranged into five units, each listing concepts, objectives, and activities, with outlines on: 1) "Man and Time: How Do We Know?"; emphasizing how time duration and sequence can be used to compare events, and, measured and described in a variety of ways; 2) "Man Changes Through Time", stressing evolutionary theory and man's psychological needs; 3) "Decoding a Message from Early Man"; 4) "Man's Similarities to Other Animals", discussing man's unique abilities as reflected in his achievements; his values as reflected in his culture; and, 5) "Man Needs Man" descriptions of man's social organization needs and achievements. Since it is essential teachers evaluate the course a checklist evaluation instrument is included after each unit. (Author/SJM)

ED 062 262

SO 003 037

Project Implode. Igniting Creative Potential.

Bella Vista Elementary School, Salt Lake City, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—136p.

Available from—Bella Vista School, 2131 East 7000 South, Salt Lake City, Utah 84121 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographic Citations, Communication Skills, *Convergent Thinking, Creative Development, *Creative Thinking, *Creativity, Curriculum Development, Decision Making Skills, *Divergent Thinking, Elementary Grades, Prediction, Productive Thinking, *Talent Development, Talent Identification, Talent Utilization, Teaching Guides

Identifiers—*Project Implode

This booklet was produced for teachers in the hope that the philosophy of multiple talents, and productive thinking will be an aid in the development of future citizens. In the introduction, Calvin W. Taylor discusses talents as the central focus in all classrooms, new tests for identifying important talents heretofore neglected, and the need of a multiple accountability system for assessing educational outcomes. Each section on divergent production, convergent production, evaluation, creativity, planning, communication, forecasting, decision making includes guidelines for recognizing and developing talents in that area. Talent development objectives with student activities are outlined, and related curriculum activities suggested. A lesson plan example and bibliography are appended. (VW)

ED 062 263

SO 003 038

Tenenber, Morton S. Deihlefsen, Edwin S.

Anthropology Curriculum Study Project. Teacher Service Materials. Students and Teachers: Strategies for Discussion. What is Anthropology: Four Samples.

American Anthropological Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—109p.

Available from—American Anthropological Association, 1703 New Hampshire Avenue, N.W., Washington, D.C. 20009 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Anthropology, *Cognitive Objectives, *Concept Teaching, Course Descriptions, *Cross Cultural Studies, *Inquiry Training, Projects, Secondary Grades, Social Studies Units, Teaching Guides

Identifiers—ACSP, *Anthropology Curriculum Study Project, Patterns in Human History

This booklet, intended for high school anthropology teachers, supplements lesson plans and teacher background materials for the sixteen week Patterns in Human History course, the goal of which is an effective sequential teaching plan that blends anthropology and history. The function of the booklet is: 1) to help teachers make a general judgement about students' learning abilities and modify class activities to fit special needs of students; and, 2) to provide an overview on and selected sample lessons from Patterns. Emphasis is upon learning objectives that will increase the number, scope, and clarity of concepts students know. Contents are divided into two parts. Part 1) includes nine chapters with sample discussions from the Patterns course, each centering on a particular set of concepts and cognitive skills. Commentary is provided proposing various strategies with emphasis on inquiry training. The nine chapter titles are: Recognizing Differences in Students' Abilities to Classify; Classifying; By Direct Observation and by Inference; Approaching the Unfamiliar from Familiar Ground; Expecting the Unexpected; Using Clusters of Criteria; Speculation; Asking Questions and Grouping Ideas; Testing Speculations; and Levels of Inference. Part 2) includes facsimile pages from Patterns, an introduction and overview of the course, table of contents, sample lessons on the four topics: "Studying Societies", "Origins of Humanness", "The Emergence of Complex Societies", and "Modernization and Traditional Societies". (Author/SJM)

ED 062 264 SO 003 049

Games That Teach. Classroom Activities on Individual and Community Disaster Preparedness for Elementary and Secondary Schools.

Office of Civil Defense (DOD), Washington, D.C.

Report No.—MP-59

Pub Date 71

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Civil Defense, Class Activities, *Classroom Games, *Community Programs, Concept Teaching, Educational Games, Elementary Grades, *Emergency Programs, Games, National Defense, Secondary Grades, Sequential Programs, *Social Studies, Teaching Guides

Thirty-four classroom games are listed in this self-contained guide for the purpose of teaching civil defense concepts and protective content as an integral part of the K-12 social studies curriculum. Objectives of the games in this book are: to develop an awareness of civil defense; to learn vocabulary used in civil defense functions; and, to provide experience in planning for survival in time of disaster. The book is arranged in two chapters. Chapter I, introductory in nature, defines the purpose of the book, the role of social studies in today's schools, the importance of civil defense content as part of the social studies curriculum, and discusses objectives of the games. Chapter II, presents games in a sequential manner progressing from the simple to the more complex. Preliminary information, directions, and explanations precede each game with content guides included for some. A bibliography enumerates books and publications of the government and other organizations. (Author/SJM)

ED 062 265 SO 003 090

Torney, Judith V. Morris, Donald N.

Global Dimensions in U.S. Education: The Elementary School.

American Political Science Association, Washington, D.C.; International Studies Association, Syracuse, N.Y.

Pub Date 72

Note—56p.

Available from—American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C.

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, Changing Attitudes, Childhood Attitudes, *Cross Cultural Studies, Curriculum Design, *Curriculum Development, Elementary Grades, *Experimental Curriculum, Instructional Programs, Intermediate Grades, *International Education, Moral Values, Primary Grades, Program Descriptions, Social Attitudes, *Student Attitudes

Identifiers—Spaceship Earth Curriculum

This is one of four studies which review the state of the art of globalized curriculum development. This new view requires teachers and children to have an ability to deal with tremendous complexity, see situations in new ways - outside past experience - and to perceive system dynamics instead of structural statics. It is a much broader perspective than the usual practice of including international content or cultural awareness in the curriculum. The authors review attitude research on children and descriptive studies of their international attitudes in light of Piaget and the cognitive developmental view, and Kohlberg and the development of moral judgment. Basic conclusions are: 1) that one effective and infrequently used way to improve programs of internationalized education requires determining existing attitudes in children and the factors important to maintain or change those attitudes, and 2) that the period of middle childhood is especially important in the formation of these attitudes. Elementary programs developing globalized or "spaceship earth" curriculum described and criticized by the authors are: Intermediate grades, Joint County School System, Iowa; Intermediate grades, Jefferson County Public Schools, Colorado; Primary Grades, Chelmsford, Massachusetts; United Nations International School, Glen Falls, New York; and open schools at Mankato, Minnesota and in North Dakota. (SJM)

SP

ED 062 266 SP 005 233

Jacobson, Joan L., Ed. And Others

A Guide for Assessing the Feasibility of Differentiated Staffing.

Wisconsin Association of Classroom Teachers, Shorewood.

Spons Agency—National Education Association, Washington, D. C. National Commission on Teacher Education and Professional Standards.

Pub Date Jun 71

Note—28p.

Available from—Wisconsin Association of Classroom Teachers, P. O. Box 5627, Shorewood, Wisc. (Order Stock No. 464RJ; \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Differentiated Staffs, *Educational Policy, *Feasibility Studies, *Guidelines, *Staff Utilization

This booklet is to facilitate the efforts of interested groups to determine the feasibility of introducing differentiated staffing. The guide begins with a definition of differentiated staffing, followed by a brief outline of the major factors involved in the concept: personnel, curriculum, community relations, equipment and materials, facilities, and decision making. Under each factor in turn are listed the numerous questions which should be considered in relation to the local situation. Also included is a list of suggested activities to support assessment. A bibliography provides a partial listing of the current literature on differentiated staffing. (MBM)

ED 062 267 SP 005 474

Masoner, Paul H.

An Imperative: A National Policy for Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.; International Reading Association, Newark, Del.

Pub Date 22 Apr 71

Note—32p.; Speech presented at the 16th Annual Convention of the International Reading Association, Atlantic City, N. J., April 22, 1971

Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle, Washington, D. C. 20036 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Educational Policy, *Government Role, *Teacher Education, *Teacher Role

American education is being challenged to play a key role in the improvement of a society threatened simultaneously by domestic crises and by international conflict. A national effort is needed in teacher education to prepare paraprofessionals, teachers, administrators, educational specialists, educational researchers, college teachers of education, and others. Fragmentation is an obstacle, with over 1,000 higher education institutions, 50 state education agencies, hundreds of public and private local school districts, regional and national accrediting agencies, and professional organizations. A national policy for teacher education is needed and should focus on control, finance, social responsibility, partnership roles, program, accreditation, certification, new career patterns, professional competencies, evaluation, technology, accountability, multicultural needs, the urban crisis, international understanding, experimental programs, long-range planning, and educational conference on teacher education; that a broadly representative national policy commission for teacher education be established to develop, scrutinize, and revise policy; and that staff support be provided through a national center for teacher education as a unit of the proposed National Institute of Education. (MBM)

ED 062 268 SP 005 505

Henry, Marvin A. Beasley, W. Wayne

Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers.

Pub Date 72

Note—185p.

Available from—Sycamore Press, P. O. Box 552, Terre Haute, Indiana 47808 (\$3.90; discount on quantity orders)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Supervisors, *Cooperating Teachers, Practicum Supervision, *Student Teaching, *Supervisory Activities, Supervisory Methods, *Teacher Educator Education, *Teacher Supervision

This book assists the supervising teacher in working with a student teacher. It provides basic guidelines for employment in the process of supervision. The content of the book is a compilation of questions asked by supervising teachers at professional meetings, in courses on the techniques of supervision, and during individual conferences with the authors. Each chapter and section within a chapter may be considered independently according to the interests or needs of the reader. The book deals with normal activities and processes of student teaching experiences. Eighty case studies help the reader focus on individual problems. For each case study, possible solutions and alternatives are provided for consideration and discussion. Worksheets include a final checklist for preparation for a student teacher, a checklist for the first few days of student teaching, suggested experiences for a total student teaching program, a student teacher visitation request, an activity profile for use in student teacher analysis, and a form for written communication. (MJM)

ED 062 269 SP 005 518

Proceedings of the 23rd Annual State Conference on Educational Research. "Accountability and the Curriculum."

California Teachers Association, Burlingame.

Spons Agency—California Advisory Council on Educational Research, Burlingame.

Pub Date Nov 71

Note—118p.; Research Resume No. 46

Available from—California Teachers Assoc., 1705 Murchison Drive, Burlingame Calif. 94010 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Educational Accountability, *Educational Improvement, *Educational Research, *Performance Contracts, Program Planning

This document is a compilation of the proceedings of the 23rd Annual State California Conference on Educational Research. The theme of the proceedings centered around accountability and curriculum. Each participant submitted his remarks on specially designed paper; each page was photographed and prepared without editing. The three general sessions covered 1) educational growth; 2) performance contracting—the Dallas

experiment; and 3) teaching performance tests at three levels of accountability. Twelve symposiums included the development of behavioral objectives, the impact of program planning, the effects of accountability on evaluation and research, the legislative demand for accountability, performance contracting, and accountability in mathematics, social science, language arts, vocational education, pupil personnel services, higher education, and affective domain. A 63-item bibliography is included. (MJM)

ED 062 270 24 SP 005 608

Howsam, Robert

The Governance of Teacher Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0490

Pub Date Feb 72

Contract—OEC-0-8-080490-3706(010)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Role, *Governance, *Intellectual Disciplines, *Professional Education, *Teacher Education

This paper develops three theses: 1) education generally and teacher education in particular are disadvantaged by faulty governance systems and structures; 2) many of the problems of education stem directly or indirectly from these faulty structures; and 3) there is urgent need for a whole new set of assumptions about the governance of teacher education. The varying interrelationships between the disciplines, the professional schools, and the professions are examined through the use of the concepts of systems, subsystems, and suprasystems. Although teacher education is a subsystem of the university, it also forms a part of the suprasystems of governmental units, the profession, and the community, and there is need for a collaborative relationship between teacher education/university/profession and school unit/community state. Some conclusions indicate that education should be viewed as the training function of the teaching profession; teacher education should be regarded as a professional school; there should be less emphasis on teacher education as an all-university function; accountability and responsiveness should be sharply defined; and local and state government responsibility should be reduced. (MBM)

ED 062 271 SP 005 615

Hood, Paul D. And Others

A Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-9035

Pub Date Dec 71

Grant—OEG-0-71-1194

Note—342p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Data Collection, *Educational Development, *Educational Research, *Manpower Development, *Surveys

The overall object of this report is to analyze requirements for development, dissemination, and evaluation of education research personnel; formulate and evaluate alternatives for meeting the requirements; design a comprehensive program involving new patterns for training and upgrading DD&E personnel; and implement and evaluate such a program. This report provides a survey of the Far West Consortium's present and long-range objectives, evaluation criteria, and information on procedures designed to achieve and evaluate intermediate and final operational objectives. The report begins with the outcome for the period ending December 18, 1971 and covers each year through August 31, 1974. A time chart of proposed activities, outputs and time commitments for key personnel responsible for the activities and descriptions of the member agencies and key personnel are presented. Appendixes provide internal (agency and task force) reports, plans and descriptive material. (MJM)

ED 062 272

Gans, Thomas G.

Teachers' Militancy, the Potential for It, and Perceptions of School Organizational Structure.

Pub Date Apr 72

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Professional Recognition, Teacher Behavior, *Teacher Influence, *Teacher Militancy, Teacher Response, *Teacher Role

This study examined the degree to which the structure of school organizations and the personal dispositions of teachers are related to the occurrence of militant conflict within or against school organization. This study was a part of a larger project studying the process of instituting change in school organization. A four-part questionnaire requesting information on militancy, initiative, structural openness and demography was used. This was given to participants at the conclusion of a brief interview dealing with organizational and curricular changes taking place in the school or school district. Usable questionnaires were returned by 86 percent of the sample, including 386 teachers, 71 department heads, 29 counselors, 24 administrators, and 12 others. The study demonstrated a relationship between perception of his ability to influence the school and the potential for militancy. Findings also emphasized contradictions concerning the effect of sexual roles and organizational size upon an individual's behavior. A 39-item bibliography is provided. (MJM)

ED 062 273

Andrews, L. O.

Rx for a Healthful State ATE Unit. Occasional Paper No. 2.

Association of Teacher Educators, St. Louis, Mo. Missouri Unit.

Pub Date Feb 72

Note—11p.; Paper presented at the MUATE Annual Spring Conference, Warrensburg, Missouri, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Educational Quality, *Professional Associations, *Teacher Associations, *Teacher Education, Teaching Programs

This paper offers ten detailed suggestions to help units of the Association of Teacher Educators meet present and future needs in education. These suggestions cover areas including a) the creation of a survey group of teachers to act as a reference group, b) quality assessment of student teaching, c) cost assessment of student teaching and the collection of data with an already available formula, d) assessment of professional practices, e) operational efficiency developed by a bulletin with suggestions for setting up a focal point and enlarging a task force to insure that all agents involved in operating school-age relations are represented, f) standards for cooperating teachers, g) performance-based criteria for certification, h) selection into teacher education, i) design for an early major experience for all prospective teachers, and j) new arrangements for student teaching and teacher education centers. Other more general suggestions include ATE organizational and statewide concerns, important issues at several different levels, and individual institutional concerns. A final observation suggests a 5-day conference of 20 to 30 committed professionals to study a design-strategy session for state activities or a planning session for methods to aid individual colleges upgrade their education programs. (MJM)

ED 062 274

Teacher Absenteeism and Related Policies for Supplemental Remuneration.

Philadelphia Suburban School Study Council, Pa.; South Penn School Study Council.

Spons Agency—Pennsylvania Univ., Philadelphia. Graduate School of Education.

Pub Date 70

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendance, *Attendance Patterns, *Leave of Absence, *Teacher Attendance, *Teacher Behavior

This study examines three areas of concern to school districts: a) the policies of supplemental remuneration for teachers currently maintained

SP 005 616

by the school districts, b) the extent of teacher absenteeism in the districts, and c) the possibility of relationships between policies for supplemental remuneration and teacher absenteeism. Five study councils were created; they were composed of 56 districts. A questionnaire was distributed to all member districts in the five councils. Each district was requested to indicate the provisions it made for financial security, health, service connected benefits, professional growth of teacher and practices for reporting and recording absences. Data were obtained concerning numbers of absences by teachers for sickness, personal reasons, and bereavement. Measures of absenteeism were calculated for each district, council, and the entire sample; all but six of the 56 districts responded. A prone or resistant pattern of absenteeism was observed in each district; however, further study to determine selected variable is necessary. Appendixes include legal bases for personnel policies concerning teachers, special examples of personnel policies, indexes of absences 1968-69, forms and records for leaves of absences, member school districts and a seven-item bibliography. (MJM)

ED 062 275

Education Professions Development Act Summer Institute for Trade and Industrial Teachers of the Disadvantaged. Final Report, June 14-July 2, 1971.

South Carolina State Coll., Orangeburg.

Spons Agency—South Carolina State Dept. of Education, Columbia.

Pub Date 71

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Industrial Arts, Summer Institutes, *Teacher Education, *Trade and Industrial Education, *Trade and Industrial Teachers, *Vocational Education Teachers

Identifiers—South Carolina

OBJECTIVES: An outline of program proceedings at South Carolina State College for trade and industrial teachers of the disadvantaged. **DURATION:** The summer of 1971. **AUDIENCE:** Twenty-three trade and industrial teachers were selected from target counties in South Carolina having a high percentage of disadvantaged youth. **CURRICULUM:** Teaching skills in vocational education. **TEACHING METHODS:** The participants were trained in large group sessions primarily with lectures from outside resource persons, small group interaction organized around individual problems in teaching the disadvantaged, individual and project assignments, and work sessions in the preparation of instructional materials. **MATERIALS OR FACILITIES:** Industrial education and engineering laboratories, slides, filmstrips, overhead projectors, opaque and 16 mm projectors, phonograph and tape playing equipment, and video tape recording equipment. **EVALUATION:** Subjective evaluation by the participants showed the program to be successful in reach, fulfilling its objectives. **MODIFICATIONS:** Evaluations will be used as guideposts in conducting future institutes for vocational education, however, no details were given. (MJM)

ED 062 276

Burgess, Phyllis

A Study of Certain Phases of Undergraduate Teacher Education in NCATE Accredited Institutions.

Kansas State Univ., Wichita.

Pub Date 71

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Teacher Education, *Teacher Education Curriculum, *Teaching Experience

This study focuses on significant changes in undergraduate teacher education. In June 1971, a questionnaire was sent to institutions accredited for undergraduate teacher education. The data of this report is based on replies from 238 institutions located in 47 states. Of the responding institutions, 29 percent are located in metropolitan areas with a population over 300,000, and 68 percent report their undergraduate students are required to take one introductory course in professional education. Responses to the questionnaire indicate a desire for significant changes in the improvement and expansion of field experience in undergraduate teacher education. The figures, however, indicate four areas of

SP 005 634

consideration before the aims can be implemented: 1) There is a relatively low percentage of institutions engaging in preparing students for inner-city schools; 2) There is a definite lack of communications contributing to the disorganization of teacher education programs; 3) There is no common agreement of appropriate content for required introductory course; and 4) There is a number of institutions reporting no changes in their teacher education programs over the last 5 years. (MJM)

ED 062 277 SP 005 638

Abramson, Theodore. *Spilman, Helen*
Observation Instruments and Methodology and Their Application in The Classroom: An Annotated Bibliography.

City Univ. of New York, N.Y. Office of Teacher Education.

Report No.—R-71-9

Pub Date Sep 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Classroom Observation Techniques, Classroom Research, *Educational Research, *Measurement Techniques, *Research Methodology

This bibliography consists of a listing of papers, reports, and books that discuss and describe observation instruments and methodology and their application in the classroom teaching-learning situation. The entries are presented in three sections: 1) the development of observation techniques and instruments, the use of observation instruments, and statistical considerations related to data collected through observation instruments; and 2) studies in which observation techniques have been used as a research tool (32 items); and 3) papers included in a bibliography compiled by Sandefur and Bresler entitled "Classroom Observation Systems in Preparing School Personnel: An Annotated Bibliography" (39 items). Readers are referred to the Sandefur and Bresler bibliography for annotations of the papers included in section three. (Author)

ED 062 278 SP 005 639

Standards for State Approval of Teacher Education.

National Association of State Directors of Teacher Education and Certification.

Pub Date 71

Note—98p.

Available from—Utah State Board of Education, Division of Teacher Personnel, 1400 University Club Bldg., Salt Lake City, Utah 84111. Checks payable to NASDTEC (\$1.50; 10 or more \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accreditation (Institutions), *Educational Administration, *State Standards, Teacher Education, *Teacher Education Curriculum, *Teacher Programs

This document offers minimum standards for state approval of teacher education programs. The document intends to upgrade the quality of education in institutions engaging in teacher education and to promote a greater degree of uniformity in accreditation procedures among the states. The four sections of the book deal with 1) procedures for accreditation procedures with subsections including authority, autonomy, common practices, other agencies, procedural arrangement, and a list of approved majors; 2) organization and administration of teacher education with subsections including purposes, organization, functional policies, student personnel and participation, faculty, facilities, and instructional materials; 3) curriculum principles and standards including curriculum development, advanced programs for teachers, and specific programs for supervisory, administrative, and service specialization personnel. An appendix includes recommendation procedures for the development of state lists of approved programs. (MJM)

ED 062 279 SP 005 641

Rooney, T. Jerome. *Reardon, Francis J.*
Improvement of Pupil Creativity Via Teacher Training: Final Report.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.

Pub Date Jan 72

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Creative Teaching, *Creativity, *Creativity Research, *Inservice Teacher Education, Teacher Education

This research project studied the effects of an experimental teacher training program designed to help teachers nurture creativity in their pupils during the initial year of a city school desegregation plan. A pretest-posttest control group design was employed. One-half of the teachers participated in an experimental in-service program throughout the school year while one-half did not. The sample group was composed of all fifth and sixth-grade students and their teachers in the Harrisburg School District. The fifth grade contained 39 teachers and 945 pupils and the sixth grade contained 39 teachers and 887 pupils. The Pennsylvania Department of Education designed the nine 90-minute workshop program into three parts a) an introduction to psychosocial issues involved in pupil creativity, b) a review of the factors of pupil creativity which are under the teachers' control, and c) the presentation of practical alternatives which are available to teachers. Teachers and pupils were tested in the fall of 1970 and again in the spring of 1971. The in-service program was well-received by the teachers. All but one teacher involved in the program experimented with the ideas and material presented. A 33-item bibliography is included. The appendixes present references, weekly rating forms, class means, summated teaching data, final evaluation of progress, and teachers' comments. (Related Document SP 005 640 is a condensation of this research study.) (MJM)

ED 062 280 SP 005 644

Newman, Robert E. *Pearson, Richard E.*

The Prototype Enabling Teacher Education Program: Summary and Assessment. Sourcebook I.

Syracuse Univ., N.Y. School of Education.

Spons Agency—New York State Education Dept., Albany.

Pub Date Sep 70

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, *Educational Improvement, *Educational Programs, *Teacher Education, *Teacher Programs, Training Techniques

This report summarizes and assesses the history of the Mid-Career Teacher Education Study from the beginnings to plans for the future. The report also includes a detailed evaluation of the Enabling Teacher Education Program, carried out under the MTES. The report is divided into six sections including 1) the history and design of the MTES; 2) the history, evaluation of the prototype, and certification of the ETEP; 3) the theories and principles of the ETEP including a basic problem solving pattern, description of the "student enabling and decentralized" structural model, ETEP theory supported by research and theory from third force psychology, and contemporary college education versus the ETEP college education; 4) the conclusions made by the director; 5) a final assessment of the ETEP by the associate director including an internal and external focus; and 6) a look to the future plans based on past experience. Appendixes include sample log sheets from two ETEP students; sample "final report and goal paper" from ETEP student; sample independent reading, writing, and research ability analysis sheet used by ETEP students in diagnostic teaching; introductory pages from a handbook; a sample of page 1 of the Rokeach Dogmatism Scale which was used in the ETEP selection program; program evaluation questionnaire, and essay evaluations by ETEP students, June 1970. (MJM)

ED 062 281 SP 005 645

Secondary School Science Teachers, 1969.

Background and Professional Characteristics.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 71

Note—211p.

Available from—National Technical Information Services, Springfield, Va. 22151 (PB-204-476, MF \$3.60, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Background, *Educational Experience, *Professional Education, Secondary Education, *Secondary School Teachers, *Teacher Education

The study updates and expands a similar study carried out in 1960-61. The present study was

made to ascertain the educational and professional backgrounds and to obtain information on the operating milieu of teachers of secondary school (grades 7-12) science (including social science and mathematics) in the public and private schools of the United States. Particular attention was paid to the teachers' formal education backgrounds and to their participation in National Science Foundation programs. The analysis includes also attention to demographic variables and to the teachers' subject specialization, their income, their professional and nonprofessional activities, and their future career plans. The report is essentially a reference work with separate analysis of data by field of major teaching assignment. (Author)

ED 062 282 SP 005 646

Blankenship, Adlen H. *Marquit, Lawrence J.*

Teacher Education in Ohio.

Spons Agency—Ohio State Board of Education, Columbus.

Pub Date Dec 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Continuation Education, *Differentiated Staffs, *Educational Programs, *Preservice Education, *School Surveys, *Teacher Education

Identifiers—Ohio

The Teacher Education Assessment Project completed investigation of secondary teacher preparation programs in December 1970. The purposes of the TEAP were a) to survey the current status of teacher education in Ohio, b) to identify improved approaches and structures for providing such education, and c) to propose new ways for achieving that education. A 323-item Teacher Assessment Survey was developed from authoritative suggestions, 17 dimensions of teacher education, literature, new programs, and current thinking. The sample, composed of 298 respondents including 42 college professors, 115 high school teachers and administrators, and 141 college and high school students, resulted in nearly 28 percent agreement by the three groups. An additional instrument requested college officials to describe facets of their preservice programs including enrollment, requirements, admission and certification procedures. This study offers three proposals for restructuring teacher education in Ohio. The first proposal provides a model for differentiated secondary school instructional staff. The second describes a preservice program designed to prepare a differentiated teaching staff in an individualized, career-oriented, work-study sequence. The final model proposes a statewide system of continuing education. (MJM)

ED 062 283 SP 005 648

Eleventh Annual Salary Survey.

Philadelphia Suburban School Study Council, Pa.

Pub Date Dec 71

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Personnel Policy, *Salary Differentials, *Teacher Salaries, *Teacher Welfare

This survey provides current data for school directors and administrators to examine the policies of compensation for professional personnel in the suburban Philadelphia area. The report contains three sections: a) salaries of teachers, b) salaries of instructional specialists, and c) salaries of administrative and supervisory personnel. Mean salaries of classroom teachers in the seven reporting districts of Philadelphia range from \$12,345 to \$8,625 depending upon both the district and qualifications of the teacher. Approximately 43 percent of teachers hold advanced degrees, and the median salary of the sample is \$10,720. Salaries of administrators and directors range from \$39,000 to \$11,000 depending on the position. The problems and confusions of the wage-price freeze have created tensions between school districts and their employees. Further study of the situation will hopefully lead to a sound compensation program that will effectively attract and maintain an adequate and qualified staff of competent personnel. (Related document SP 005 649 is a salary study by the Philadelphia area.) (MJM)

ED 062 284 SP 005 650

Hedges, Gerald A.

A Survey of Compensation Practices for Duties Beyond the School Day 1971-72.

Pennsylvania Univ., Philadelphia.
Spons Agency—Philadelphia Suburban School Study Council, Pa.; South Penn School Study Council.

Pub Date Feb 72
Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*After School Activities, *After School Education, *Athletic Programs, *Compensatory Education, *Recreational Activities, School Activities

This document is a study conducted in 1971 involving five study council groups and 55 school districts in Pennsylvania. A survey was made to obtain data concerning the compensation of professional personnel for extra-curricular duties. The survey was concerned with three questions: a) frequency distribution, b) all salaries by position, and c) high salary paid and by district. Results in the boys' athletic section showed 1,593 coaches earning a mean compensation of \$532. In the final section on non-athletic activities, compensation for advising or directing activities, directors of instrumental music (primarily band directors) and yearbook advisors were the highest paid, with mean compensations of \$585 and \$434 respectively. (MJM)

ED 062 285 SP 005 651

Integration and Modernization of Teacher Education Curriculum. Final Report of the Second Sub-Regional Workshop on Teacher Education. (Bangkok, November 1-12, 1971).

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date 72
Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Development, *Integrated Curriculum, *Teacher Education, *Teacher Education Curriculum, Teaching Programs

This final report describes the activities and conclusions of the Second Sub-Regional Workshop on Teacher Education held in November 1971. The program was organized by the Asian Institute for Teacher Educators, Quezon City, Philippines, with the cooperation of UNESCO. The government of Thailand helped organize the program for the following group of member states: Indonesia, Malaysia, Pakistan, Singapore, and Thailand. The program centered around seminars on the progress of teacher education in the participating Asian member states, seminars on integration and modernization, and workshops on integration and modernization (applying a systems approach to integration and modernization of teacher education). Three general conclusions found a) lack of relevance to existing social needs and aspirations, b) divergence between theory and practices, and c) divergence between training institutions and school systems. Further conclusions dealt with integrated curriculum, research, teaching procedures, methods and techniques, social relevance of teacher education and status of teachers. Appendixes include lists of officeholders, participants, and observers; agenda and work schedules; and lists of participants in the working groups. Speeches, figures, diagrams, and tables are included. (MJM)

ED 062 286 SP 005 654

Tedeschi, James T. And Others

Social Influence and Verbal Reinforcement.

State Univ. of New York, Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-1-B-073

Pub Date 1 Sep 71

Grant—OEG-2-71-0073

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Norms, *Reinforcement, *Role Theory, *Social Influences, *Social Reinforcement, Verbal Tests

Subjects preinformed or not preinformed of reinforcement contingencies interacted with high- or low-esteemed experimenters in a Taffel verbal conditioning situation. Tedeschi's SEV theory of social influence correctly predicted that non-preinformed subjects should emit more critical responses to the more esteemed than to the less esteemed experimenter, but a prediction based on previous research that preinformation should

linearly heighten the effects of experimenter esteem was not supported; preinformation reversed the effects of esteem variables. These unexpected results are discussed in terms of role-taking and norm-elicitation hypotheses. The importance of the verbal reinforcement paradigm for studies of tacit influence is cited. A 19-item bibliography, footnotes, tables, and figures are included. (Author)

ED 062 287 SP 005 655

Baldrige, J. Victor

The Analysis of Organization Change: A Human Relations Strategy versus a Political Systems Strategy.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—R-D-M-75

Bureau No—BR-5-0252

Pub Date Sep 71

Contract—OEC-6-10-078

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Organization, *Organizational Change, Political Power, *Social Psychology, *Systems Analysis, *Systems Concepts

This paper removes one of the major drawbacks to understanding change by offering a definition of organizational change which specifies the system levels that are subject to change and explains the nature of the relationship between these various levels and the overall goals of the organization. Two strategies for studying organizational change processes are presented and compared: the author discusses the popular human relations strategy, pointing out its strengths and weaknesses, and then proposes a new strategy, which uses political systems analysis. A chart sets forth the distinctive features of the two strategies. A 21-item bibliography is included. (Author)

ED 062 288 24 SP 005 656

Toombs, William Edgar

Graduate Education and Sponsored Research: The Perception, Influence, and Use of Research in the Educational Experience of Recent Ph.D. Recipients.

Michigan Univ., Ann Arbor. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-O-E-081

Pub Date 71

Grant—OEG-6-5-70-0028

Note—326p.; Doctoral dissertation, University of Michigan, 1971

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Research, *Followup Studies, *Graduate Study, *Research Utilization

This study aims to a) assess the experience of recent Ph.D. recipients, b) explore the origins and uses of some financial and non-financial resources, and c) examine the perceptions and use by graduates of the research efforts within the University of Michigan. The students' relationship to research was assessed by awareness of research projects, recognition, and self-ascribed categories of involvement with research, association. Data were gathered by questionnaires mailed to recent Ph.D. recipients in 18 departments of arts and sciences at the University. In the questionnaire, about 152 separate items were examined concerning four dependent variables: time, interaction, pre-professional experience, and openness. Significant differences appeared between the non-research group and one or more of the research-connected groups on 69 items. Correlations of scores indicate that research does appear to exist as a separately identifiable activity in student experience. Recognition and association do provide a means of assessing relationships with research more sensitive than mere identification as a research assistant. A 139-item bibliography, tables, illustrations and appendixes are included. (MJM)

ED 062 289 08 SP 005 657

Smith, Kenneth T.

Coordination of Organic Curriculum Development in the Public Schools of Fort Lauderdale, Florida. Final Report.

Broward County Board of Public Instruction, Fort Lauderdale, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0165

Pub Date Oct 71

Grant—OEG-8-8-080165-2672(085)

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Curriculum Design, *Curriculum Development, Open Education, *Student Centered Curriculum, *Student Interests

This report describes the development of an organic curriculum in the public schools of Fort Lauderdale, Florida. Superintendents of 13 school districts met with members of the U. S. Office of Education in May 1967 to establish the initial network of the curriculum overhaul program entitled Educational Systems for the Seventies (ES'70). This report covers a) the objectives as initially defined including a redefinition of educational goals and an overhaul of the educational process, b) the identification of the adjustments to the initial structure and redefinition of goals undertaken through the coordinator's organization, c) the functions and requirements of the coordinator, d) major activities and accomplishments of the program, and e) the dissemination activities. The conclusion suggests that this type of consortium has a greater impact upon education, especially in the area of staff improvement and dissemination activities, than do research and evaluation by institutions of higher education. Appendixes include learning packages and other documentary evidence to support the text. (Related documents SP 005 658 and SP 005 662 are ES'70 programs in other schools.) (MJM)

ED 062 290 08 SP 005 658

Spack, Eliot G.

Coordination of Organic Curriculum Development in the Public Schools of Mineola, New York. Final Report.

Mineola Public Schools, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0160

Pub Date Jul 71

Grant—OEG-8-8-08160-2668(085)

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Curriculum Design, *Curriculum Development, Open Education, *Student Centered Curriculum, *Student Interests

This report describes organic curriculum development, the redefinition of goals, and the overhaul of the educational process in the public schools of Mineola, New York. In May 1967, superintendents met in Florida to establish the initial network for the program entitled the Educational System for the Seventies (ES '70). This report reflects the background and working of the program from the point of view of a coordinator. The report includes a prologue which describes the objectives and functions of the program. The program was developed in six pages: 1) building a relationship by the coordinator; 2) diagnosis of the problem, identification of the opportunities, and a look at the system; 3) acquiring relevant resources related to new approaches to instruction and management; 4) choosing the solution; 5) gaining acceptance for the innovations; 6) stabilizing the innovation and generating self-renewal through a positive attitude, an internal subsystem to bring about change, an active inclination to seek external resources, and a perspective on the future. The project's greatest success appears to be in establishing a climate for change in the school district. Surveys, newsletters, an 83-item bibliography, and supporting documentation concerning the program are included. (Related Documents SP 005 662 and SP 005 657 are ES '70 developments in other schools.) (MJM)

ED 062 291 SP 005 659

Meyer, John And Others

The Impact of The Open-Space School Upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-21

Bureau No—BR-5-0252

Pub Date Oct 71

Contract—OEC-6-10-078

Note—195p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Open Plan Schools, *Organizational Change, *Teacher Attitudes, *Teacher Influence, *Traditional Schools

This study compares teachers in open-space and traditional schools with respect to variables including the teacher's sense of influence, job satisfaction, and attitude toward being evaluated by colleges. Questionnaires were administered to 110 teachers from nine open-space elementary schools and 120 teachers from eight traditional elementary schools, all with predominantly middle-class suburban populations. The major findings showed that open-space school teachers were more satisfied with their jobs, felt more autonomous, and reported more influence in decision making. In traditional schools, ambitious teachers tended to be more dissatisfied with teaching than did unambitious teachers. Women teachers interested in vertical promotion were less satisfied than women without such interests. Open schools appear to give teachers professional ambition which becomes an important source of job satisfaction. The report provides evidence that organizational innovations have definite effects on teacher attitudes. Intercorrelations, questionnaires, and a 10-item bibliography are included. (MJM)

ED 062 292 SP 005 661
Crist, Janet

Group Dynamics and the Teacher-Student Relationship: A Review of Recent Innovations.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Stanford Univ., Calif. School of Education; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Bureau No—BR-5-0252

Pub Date Jan 72
Note—143p.; Research and Development Memorandum No. 81

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Group Dynamics, Role Playing, *Sensitivity Training, Simulation, *Student Teacher Relationship, *Teacher Education, Team Teaching, T Groups

This report reviews recent innovations in the application of group processes in educational settings. The innovations deal with the use of group dynamics in the teacher learning process and in the improvement of interpersonal relations with students, teachers, and administrators. The report surveys relevant U.S. literature since 1965, concentrating on recent trends, representative applications of group process, and related approaches. Major innovations include a) sensitivity training or T-groups, b) role playing and simulation, c) cooperation through group methods, d) curriculum projects integrating new approaches, e) group process as an approach to teacher sensitivity, f) team teaching, and g) training teachers for new roles. This selective presentation of information presents new needs and challenges useful to teacher trainers, educational researchers and administrators. Basic sources on group methods, and an extensive bibliography are included. (MJM)

ED 062 293 08 SP 005 662

Sargent, Stewart S.
Coordination of Organic Curriculum Development in the Public Schools of Quincy, Massachusetts. Final Report.

Quincy Public Schools, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0154

Pub Date May 71
Grant—OEG-0-8-080154-2677(085)
Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Curriculum Design, Open Education, *Student Centered Curriculum, *Student Interests

This report describes organic curriculum development, the redefinition of goals, and the overhaul of the educational process in the public schools of Quincy, Massachusetts. Superintendent of 15 school districts met in Florida in May 1967 to establish the initial network of the program entitled Educational System for the Seventies (ES '70). The first of three sections deals with accomplishments of project objectives, outlining steps taken to design a learner responsive school system. The second deals with efforts of the Quincy Public Schools in concert with other ES

'70 systems. This includes activities outside the regular network meetings. The final section deals with recommendations for the next steps in order to produce a learner responsive school system. The cooperative development and dissemination scheduled to take place within the network structure has failed to a degree for the lack of a management system. A highly structured system was needed to generate specific procedures to produce replicability and applicability in other cooperating school systems. Appendixes include documentary evidence to support the text. (Related documents SP 005 657 and SP 005 658 are ES'70 developments in other schools.) (MJM)

ED 062 294 SP 005 663

Garrison, William Douglas
The Relationship Between School Organization and Teachers' Authoritarian Attitudes. Final Report.

Washington Univ., Seattle.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-1-J-002
Pub Date Mar 72
Grant—OEG-X-71-0012(057)
Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Authoritarianism, *Beginning Teachers, Changing Attitudes, *School Attitudes, *Teacher Attitudes, *Teacher Behavior

This study determined the degree to which beginning public school secondary teachers change along the authoritarian dimension and the relationship of certain possible causes of teacher authoritarian attitude changes to observed changes. A theory based on the concept of socialization was offered to explain the teacher attitude change. A research sample was composed of 86 beginning secondary school teachers in Seattle public schools in 1970-71, 34 principals, and 213 experienced teachers. The Minnesota Teacher Attitude Inventory measured permissive-authoritarian attitudes while further data concerning conditions related to the beginning teachers' experience was obtained by using questionnaires. Results of the data analysis supported some parts of the theory but required others to be rejected. Major observations were that a) the average change toward authoritarianism was probably too small to be of consequence, b) beginning teachers perceived their principals and the faculty of their school as being much more authoritarian than was the case, c) the beginning teachers' perceptions of their principals authoritarian attitudes was correlated with their changes of attitude, and d) the more authoritarian the attitude held by the beginning teacher at the start of the year, the less was the increase in authoritarianism that occurred during the year. A 58-item bibliography and appendixes with questionnaires are included. (Author/MJM)

ED 062 295 SP 005 664

Evans, Maureen
Differences in the Verbal Behavior of College Supervisors Using The Blumberg System for Analyzing Supervisory Conferences and College Supervisors Using No Systematic Analysis.

Hofstra Univ., Hempstead, N.Y.
Pub Date [71]
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Conferences, *Group Behavior, *Participation, *Supervisory Training

This study examines whether college supervisors who analyze their verbal behavior in supervisory conferences by means of the Blumberg system exhibit a change in proportions of direct and indirect verbal behavior when compared with college supervisors who do not use the Blumberg system to analyze their supervisory conferences. Sixteen volunteer college supervisors participated in this study during a single semester. Volunteers were randomly assigned to a training or control group. Supervisors in the training group were offered the opportunity to attend four 2-hour training sessions, one each week. On successful completion of the proficiency examination, roughly mid-semester, supervisors in the training group recorded and analyzed one conference a week for 6 weeks. Results of the study indicated no statistically significant differences in selected verbal behavior between supervisors using the

Blumberg system to analyze their conferences and supervisors who did not use this system for conference analysis. This study explains the Blumberg system used in the conference analyses. A 6-item bibliography, interaction system, matrix and tables are included. (MJM)

ED 062 296 SP 005 666

McKnight, Philip C.
A Study of Behavioral Responsiveness in Teachers' Verbal Interactions with Students.

Pub Date Apr 72
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, Classroom Communication, Intercommunication, *Listening Comprehension, *Teacher Behavior, *Teacher Response, *Verbal Communication

This study was based on the hypothesis that involvement in the dialogue of a lesson may increase students' opportunities to understand the concepts being discussed and may enlarge the teacher's opportunities to diagnose and respond to students' learning problems. Sixty teachers from the Stanford University Secondary Teacher Education Program 1969-70 participated in the training program. Two procedures to promote teacher responsiveness were formulated. One procedure trained teachers to listen and summarize student feedback for later use. This procedure consisted of two one-hour instructional tape recordings separated by a 15-minute break. The other procedure sensitized teachers to respond to student feedback "appropriately" with verbal replies and suggestions of learning activities. This procedure included a one-hour instructional program of reading, video tape reviewing, and discussion. Results of the listening skills training program showed that trainees improved their ability to recall essential points from tape recorded excerpts. There were no significant differences between the groups receiving response appropriateness training and the groups that did not receive such training. Responsive behavior may be more relevant when the teacher can attribute himself to each student's academic and personal needs. (MJM)

ED 062 297 SP 005 667

Kallenbach, Warren Carmichael, Dennis
The California Teacher Development Project for Systems of Individualized Instruction: Individualizing Inservice Education.

Pub Date Apr 72
Note—14p.; Speech given before the Annual Meeting of the American Educational Research Association (Chicago, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, *Group Instruction, *Individualized Instruction, *Inservice Programs, *Inservice Teacher Education, Instructional Innovation

The major objectives of this project were a) to facilitate teacher role changes necessary for transition from a group-paced to an individualized program, b) to develop a parent information and orientation program, c) to identify needs necessary for a transition of teacher roles, and d) to develop an instrument to analyze teacher performance in systems of individualized instruction. Teachers and students representative of all grade levels except kindergarten in five California school districts and parochial schools of the Catholic Archdiocese of San Francisco participated in the study. Project programs used systems approach techniques, while in-service activities were generated from needs assessment and problems analysis. Performance requirements were established and program budgeting and time management techniques were used as project management tools. The results showed a significant positive change in parent and teacher attitude and knowledge of individualized instruction. Attitudes and achievement of the students in the classrooms of experimental group teachers seldom exceeded those of students in the classrooms of control group teachers and were sometimes significantly below them in attitude toward school environment and achievement in language, reading, and math. (MJM)

ED 062 298 SP 005 676

Preparation of Educational Personnel 1968-69, 1969-70 and 1970-71 with Trends from 1966-67.

State Univ. of New York, Albany. Central Staff
Office of Institutional Research.

Report No.—OIR-28

Pub Date Feb 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Educational Resources, *Occupational Surveys, *School Surveys, *Statistical Surveys, *Teacher Distribution

Identifiers—New York

This report summarizes the number of educational personnel prepared by institutions of the State University of New York. The period covered by the report is July 1, 1966, through June 30, 1971, with a detailed description of the last 3 years of this 5-year period. The data of the report may underestimate the number of educational personnel for three reasons: 1) a student may meet requirements but might not apply for certification until a later date, at which time he might obtain certification from the New York State Education Department; 2) other students might not apply for New York certification due to a move out of state; and 3) students may be enrolled in courses which only fulfill the certification requirements when added to other courses completed, either through a different institution, or by direct application to the State Education Department. Summary tables 1968-69, 1969-70, 1970-71, include institution and certificate areas. Detailed tables by sex, certificate type, and area for 1968-69, 1969-70, 1970-71 review institutional summary, institution and certificate area, certificate area summary, and certificate area and institution. A list of institutional research publications is included. (MJM)

ED 062 299

SP 005 677

Pyatte, Jeff A.

The Effectiveness of Performance-Based Training

Modules on Planning and Presenting.

University of West Florida, Pensacola.

Pub Date 72

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Teacher Education, *Lesson Plans, *Performance Criteria, *Preservice Education, *Teacher Education

The effectiveness of self-instructional, performance-based modules used in teacher training programs is evaluated in this study. Criterion-referenced tests were used to determine the degree of achievement of the module objectives. Three classes of students enrolled in Designs for Teaching at the University of West Florida provided the group of preservice teachers used in the study. Fourteen teachers enrolled in an off-campus course for teachers who were supervising student teachers made up the group of in-service teachers. A questionnaire was developed to elicit a reaction to the performance-based module. Part 1 of the questionnaire determined the reaction to the content of instructional material, the instructional mode used, and the method of implementation. An 11-point scale measuring like or dislike was provided. Part 2 of the questionnaire was designed to elicit response to the same items, using the same scale; however, a space was provided for a constructed response to the statement "Please explain why." Part 1 was to be completed in class, and part 2 was to be completed out of class. The results of this study indicated that performance-based modules can be used effectively with both preservice and in-service teachers. A 5-item bibliography and appendix with evaluation reports are included. (MJM)

ED 062 300

SP 005 682

Mehrotra, R. N. Katiyar, S. N., Eds.

Teacher Education and Social Change.

Indian Association of Teacher Educators, Delhi (India).

Pub Date Jan 71

Note—234p.; Report of the First Asian Conference on Teacher Education (Bangalore, June 1971)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Inservice Teacher Education, *Integrated Curriculum, *Social Change, *Socioeconomic Influences, *Teacher Education

This report reviews the proceedings of the First Asian Conference on Teacher Education held in Bangalore, India, June 1971. The theme of the

conference was teacher education and social change. Four aspects of this theme were covered including a) modernization as a process and social ideal, b) socio-economic change and education, c) national goals and objectives with respect to modernization, and d) current issues in education. The conference was attended by 189 delegates, including 20 from other countries. The foreign delegates came from Malaysia, the Republic of Vietnam, Thailand, the United States, and UNESCO. This report consists of speeches and papers divided into four segments: 1) a general overview of the conference, welcome addresses, and a statement of theme; 2) education and social change with sub-headings of modernization and social change, teacher education and socio-economic change, and education of minorities; 3) issues in teacher education, specifically, in-service education, teacher educational curriculum, and innovations in teacher education; and 4) international perspectives including teacher cooperation in teacher education and teacher education in different countries. The two appendices give the detailed program of the conference and the list of delegates. (MJM)

ED 062 301

SP 005 684

Joyce, Bruce R. And Others

Models of Teaching as a Paradigm for Teaching Education.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date Apr 72

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Theories, *Teacher Education, *Teacher Programs, *Teaching Methods, *Teaching Models

A model of teacher education was developed as a result of a team project at Teachers College, Columbia University, in which substantive and clinical work were unified in a design constructed about a series of models of teaching. The design equips the young teacher with the theoretical and clinical capacity to understand and bring into existence a repertoire of teaching strategies based on theoretical conceptions. Twenty-six candidates were exposed to the instructional systems built around three models of teaching during the fall of 1970. The models were Synectics, Concept-Attainment, and Group Investigation. The candidates practiced the models in the classroom in which they were student teaching, observers coded their teaching behavior, and the response of their students using the Teacher Innovator System. Behavior was also rated in terms of the specifications of each of the models. Samples of the teaching behavior of each teacher candidate were obtained when he was not practicing the models of teaching as well as samples of teaching episodes of the cooperating teachers. Tables indicate the many results found. A 29-item bibliography, appendices, and illustrations are included. (MJM)

ED 062 302

24

SP 005 685

Poliakoff, Lorraine

Teacher Centers: An Outline of Current Information.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0490

Pub Date May 72

Contract—OEC-0-8-080490-3706(010)

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, *Consortia, *Educational Coordination, *Teacher Education

Identifiers—*Teacher Centers

Information for this outline on teacher centers was taken from unpublished documents, most of which were written in 1971 and 1972 under the auspices of the U.S. Office of Education. The information is arranged by topic to make evident the points of agreement and disagreement among educators about teacher centers; all statements of fact or opinion are footnoted. Details are extensive to compensate for the unavailability of most of the documents. The following topics are covered: the rationale behind teacher centers; the types, functions, clientele, staffing, and financing of teacher centers; parity; USOE management of educational renewal; numbers of teacher centers;

and the educational extension agency. The bibliography contains 35 items. (Author)

ED 062 303

SP 005 694

Fennessey, Gail M. And Others

Simulation, Gaming, and Conventional Instruction: An Experimental Comparison.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—JHU-R-128

Bureau No.—BR-6-1610

Pub Date Apr 72

Grant—OEG-2-7-061610-0207

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environmental Education, *Environmental Influences, *Game Theory, *Simulation, *Teaching Techniques

An environmental problems unit was organized to be taught with three approaches. One approach contained two simulation exercises, one contained a simulation game and a simulation exercise, and one contained no simulations. These approaches were compared for their effectiveness for teaching facts and relationships and for producing favorable attitudes. An experiment involving 60 classes at the third, fourth, and eighth grade levels showed the three treatments to be equally effective. A 10-item bibliography, and appendices presenting material used in the unit are included. (Author)

ED 062 304

SP 005 695

Educational Research: Prospects and Priorities.

Appendix 1 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Jan 72

Note—193p.; Committee Print

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, *Educational Needs, *Educational Objectives, *Educational Research, Essays, *Research Committees

During 1970-71, the Select Subcommittee on Education of the House Committee on Education and Labor held 8 days of hearings on the establishment of a National Institute of Education. This document is the first of three appendices on the hearings and contains essays by scholars who have studied the aims of education, the issues of educational research, and ways of improving methods of teaching. Subjects covered include educational research and development in the sixties, classroom teachers and educational scholars, the translation of research and development into action, the measurement needs of education, individualized instruction, statewide assessment, social accounting in education, the role of the National Institute of Education, desegregation and integration in higher education, women in higher education, open education, planning for new students in higher education, mass education and the economic benefits of a college degree, the moral content of public education, definitions of education, and educating for the future. (Related documents SP 005 696 and SP 005 697 contain appendices 2 and 3.) (MBM)

ED 062 305

SP 005 696

Purpose and Process: Readings in Educational Research and Development. Appendix 2 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Jan 72

Note—144p.; Committee Print

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Accountability, *Educational Attitudes, Educational Development, Educational Methods, *Educational Objectives, *Educational Philosophy, *Educational Research, Essays, Research Committees

During 1970-71, the Select Subcommittee on Education of the House Committee on Education and Labor held 8 days of hearings on the establishment of a National Institute of Education. This document is the second of three appendices on the hearings and contains essays by scholars who have studied the aims of education, the issues of educational research, and ways of improving methods of teaching. Subjects covered include the philosophy of American education; aims, forms, and techniques of education; educational reform; nonverbal communication; early childhood intervention; home visiting programs for parents; competence motivation; accountability; home background and school performance; innovative planning; and the aims and methods of the School Council in England. (Refer to James Report SP 005 637 for additional information on School Council.) A list of contributing authors is included. (Related documents SP 005 695 and SP 005 697 contain appendices 1 and 3.) (MJM)

ED 062 306 SP 005 697
Alternative Futures in American Education. Appendix 3 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Jan 72

Note—448p.; Committee Print

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Educational Development, *Educational Needs, *Educational Philosophy, *Educational Research, Essays, *Research Committees

During 1970-71, the Select Subcommittee on Education of the House Committee on Education and Labor held 8 days of hearings on the establishment of the National Institute of Education. This document is the third of three appendices on the hearings and contains essays by scholars who have studied the aims of education, the issues of educational research, and ways of improving methods of teaching. Subjects include trends in education, implications of a changing society for schools, education and superindustrialism, knowledge of the future, future problems and alternatives, planning, factors affecting the future demand for education, the supply and demand for graduates of higher education, television and childhood education, implications of computer-based systems on education, teaching children to think, the potential contribution of computers to instruction reform, information science, a call for reexamination of methodology, educational insurance, performance contracting, independent study and credit by examination, a lottery system for college entrance, the need to create a more relevant educational system and a 936-item annotated bibliography of alternative futures for learning. A list of contributing authors is included. (Related documents SP 005 695 and SP 005 696 contain appendices 1 and 2.) (MJM)

ED 062 307 SP 005 698
Wiggins, Sam, Ed.

Educational Personnel for Urban Schools; What Differentiated Staffing Can Do.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, *Educational Needs, *Paraprofessional School Personnel, Personnel, *Role Perception, *Teacher Education

In March 1968, the Associated Organization for Teacher Education (AOTE) authorized a task force to study educational personnel for the urban schools. This report grows out of the task force examination of the use of paraprofessional personnel, in concept and operational terms. The report has been divided into three areas: a) educational manpower, b) differentiated staffing, and c) AOTE's role. The first section concerns the need for an educational transformation having a new clarity of educational objectives and a different organization of manpower to achieve the goals of a human community with work skills and cooperative living. Part II deals with the concept of new roles in the learning-teaching process,

some models of the concept, and some considerations extracted from a broad base of experiences which are relative to the process of model research and development. The final section describes the stance and role of AOTE within the limits of its resources. Each section contains references. (MJM)

ED 062 308 SP 005 700

McClure, John E. Barcikowski, Robert S.

A Study of Attitude Factors for Secondary School Teachers and Teacher Education Students.

Pub Date Apr 72

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, Student Attitudes, *Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics, *Teacher Evaluation

This study defined teacher attitude factors using an instrument made up of attitude items which had been found to have high factor loading in four other studies, investigated the similarity of these factors to factors defined in other studies, and assessed the effects of the male-female and teacher-undergraduate dichotomies on the stability of these factors. Subjects were students in three required course sections of the Department of Secondary Education at Ohio University and the teaching staff of public secondary schools in 21 counties of southeastern Ohio. Instruments used in the study included the degree of agreement of 100 items by 451 Ohio University participants and the results of the MTAI (Minnesota Teacher Attitude Inventory), a study by Yee of 368 intermediate grade teachers. The major value of the study of teacher attitudes is the contribution this knowledge can make in the prediction of teaching success. Longitudinal studies are recommended. A 17-item bibliography and appendixes of inventory item sources, varimax factor loadings, and items written at Ohio University are included. (MJM)

ED 062 309 SP 005 706

Lopossa, Barbara D.

A Comparative Study of Team and Individual Decision Making.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-20

Bureau No—BR-5-0252

Pub Date Sep 71

Contract—OEC-6-10-078

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Decision Making, *Decision Making Skills, *Leadership Responsibility, *Teacher Responsibility

The aims of this study were a) to compare the quality of decisions and the decision-making behavior of individual teachers and teaching teams, and b) to study the effects of formal leadership on decision making. One hundred and ninety teachers from California elementary schools were divided and placed into sections of teaching teams or self-contained classrooms. Of the teaching team section, 75 teachers were assigned to work in 20 teams, and 20 teachers were assigned to work as individuals. The other group from self-contained classrooms included 75 teachers assigned to 20 ad hoc groups and 20 working as individuals. Decision-making behavior was measured by the way in which subjects evaluated a given set of alternative courses of action in regard to each of two problems of student behavior. The decision consisted of ranking these alternatives after they had been evaluated. The quality of the decision was determined by comparing the subjects' ranking with an average ranking obtained from 15 experts. The verbal and nonverbal behavior of groups was recorded and analyzed using the Bales Interaction Process Analysis. Results showed that groups were more extreme than individuals in evaluating the consequences of teacher behavior, ad hoc groups displayed more tension than teams, and smaller groups showed more solidarity and less disagreement than did larger ones. A 25-item bibliography and appendixes are included. (Author/MJM)

ED 062 310

SP 005 707

Lundgren, Robert Emil

The Effects of Listening Training on Teacher Listening and Discussion Skills.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-25

Bureau No—BR-5-0252

Pub Date Mar 72

Contract—OEC-6-10-078

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discussion Experience, *Language Skills, *Listening Comprehension, *Listening Skills, Teacher Education, *Teaching Methods

This study sought to a) determine whether skill in extracting information could be improved by special training, and b) assess the effects of such training in classroom teacher-learner interaction. Fifty-four Stanford teacher trainees representing the subject-matter areas of social studies, English, mathematics, and science participated in the study. Half of each subject matter area group received the Xerox Corporation's "Effective Listening" training program and listening pre- and posttests, and half received the listening tests but no training. After training and/or testing, trainees were videotaped while conducting classroom discussions. They were given no information to indicate that the video tapes were related to the listening training program. Interns who received listening training improved on listening posttests relative to interns who did not receive training. Training in subject matter did not influence teacher performance. Three raters analyzed the video tapes of classroom discussions and tabulated teacher statements and questions related to input from statements. No significant treatment differences were found. Correlations in the experimental group show that those who did better in listening pre- and posttests also made better use of student input during classroom discussions. Results suggest that teachers' listening skills can be improved by training. Verbal evidence of transfer of training was not found. A 63-item bibliography, appendixes, tables, and illustrations are included. (Author/MJM)

ED 062 311

SP 005 708

Baker, Katherine D. Snow, Richard E.

Teacher Differences as Reflected in Student Aptitude-Achievement Relationships.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R&D-Memo-85

Bureau No—BR-5-0252

Pub Date Feb 72

Contract—OEC-6-10-078

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Aptitude, *Effective Teaching, Student Reaction, Student Teacher Relationship, *Teacher Behavior, *Teacher Characteristics Identifiers—*Stanford Teacher Education Program, STEP

The purpose of this study was to explore the possibility that the relationships between students' aptitudes and achievements differ from teacher to teacher. If this were so, it would suggest that teacher effectiveness can not be described adequately by measures of average class achievement. The report demonstrates the use of univariate and bivariate regression analyses to study differences among teachers. The subjects were teacher trainees and paid volunteer high school students who participated in Stanford's Teacher Education Program (STEP) in the summer of 1967. Data were obtained from the Intern Data Bank, a collection of information about teaching interns at Stanford. The regression analysis approach to this question is demonstrated and discussed; student aptitude-achievement relationships did not vary substantially among the teachers studied, although some individual teachers displayed distinctive patterns. A 10-item bibliography and figures are included. (Author)

ED 062 312

SP 007 350

A Program for High School Social Studies: International Relations.

Bloomington Public Schools, Minn.

Pub Date 69

Note—296p.; Preliminary Edition 12-69

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Guides, *Foreign Relations, *High School Curriculum, *Political Science, *Social Studies, World Affairs

GRADES OR AGES: High school. SUBJECT

MATTER: Social studies, International relations.

ORGANIZATION AND PHYSICAL AP-

PEARANCE: The introductory material covers

the school district philosophy, a description of

the program, major concepts for international

relations, and techniques for evaluating objectives.

Material is provided for six units (definition

of international relations, development of our

present sovereign state system, factors that in-

fluence relationships among nations, nature and

goals of diplomacy, methods of control in inter-

national relations, and international organizations

of control) and is set out in three columns—ob-

jectives, activities, and instructional resources. There

are extensive sections of duplicated resources and

transparency masters. The guide is lithographed

and spiral bound with a soft cover. OBJECTIVES

AND ACTIVITIES: These are listed in detail for

each unit. INSTRUCTIONAL MATERIALS:

References for each unit are included in the

column on instructional resources. The

duplicated resources include listings of films,

sample ballots, bibliographies, articles and

speeches; the transparency masters include maps,

charts, and tables. STUDENT ASSESSMENT:

Techniques for evaluation are described in the in-

troductory material. (MBM)

ED 062 313

SP 007 368

Boeser, Robert And Others

Work Experience Program Curriculum Guide.

Bloomington Public Schools, Minn.

Pub Date 70

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Cooperative

Education, *Curriculum Guides, *High School

Curriculum, *Work Experience Programs

GRADES OR AGES: High School. SUBJECT

MATTER: Work experience program. OR-

GANIZATION AND PHYSICAL AP-

PEARANCE/ The introductory material outlines

the program philosophy, rationale, and objectives.

There are six units, the first two given in detail,

the remainder in outline only: a) orientation, b)

career development, c) social living and health

habits, d) employer-employee and co-worker

relationships, e) money management, and f) labor

organizations. The guide is mimeographed and

spiral bound with a soft cover. OBJECTIVES

AND ACTIVITIES: General objectives and goals

are listed in the introductory material. The first

two units include detailed instructional objectives

and learning activities. INSTRUCTIONAL

MATERIALS: Forms required in the program,

self-analysis rating scales, personality tests, and

self-appraisal tests are included in the document.

STUDENT ASSESSMENT: Methods of evaluation

are described for the first two units. (MJM)

ED 062 314

SP 007 369

Paterson, Barbara And Others

Home Economics Curriculum Guide, 7-12.

Bloomington Public Schools, Minn.

Pub Date 68

Note—247p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Clothing Instruction, *Curriculum

Guides, *High School Curriculum, *Home

Economics, *Junior High Schools, Nutrition In-

struction, Personal Growth

GRADES OR AGES: Grades 7-12. SUBJECT

MATTER: Home economics. ORGANIZATION

AND PHYSICAL APPEARANCE: The introducto-

ry material includes a description of the

philosophy of the program, program design, levels

of instruction, and program of course offerings.

There are two main sections: 1) general courses,

including foods and nutrition, clothing, personal

development, child development, and housing;

and 2) semester courses, including foods for

boys, clothing for girls, creative foods, interior

design, fashion and fabrics, intermediate clothing,

advanced creative foods, creative foods for boys,

and a man's world. Additional material includes

suggested field trips, resource people, and a

bibliography. The guide is mimeographed and

spiral bound with a soft cover. OBJECTIVES

AND ACTIVITIES: Objectives are set out in

detail for each course. Suggested Activities are

listed in detail for the general courses and are

outlined for semester courses. INSTRUCTIONAL MATERIALS: The bibliography lists supplementary texts, student references, and teacher references for each course. STUDENT ASSESSMENT: None. (MBM)

ED 062 315

SP 007 372

Alexander, Bill And Others

English Language Arts Curriculum Guide. Early

Adolescence, Junior High.

Pasco County Schools, Dade City, Fla.

Pub Date Aug 70

Note—221p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adolescents, *Curriculum Guides,

*Junior High School Students, *Language Arts,

Listening, Reading, Speech Curriculum, Writ-

ing

GRADES OR AGES: 11-15. SUBJECT

MATTER: Language arts. ORGANIZATION

AND PHYSICAL APPEARANCE: There are 12

sections: 1) introduction, including background

material, key concepts, and overall objectives; 2)

detailed program objectives; 3) speech; 4) listen-

ing; 5) writing; 6) reading; 7) viewing; 8) lan-

guage; 9) sample units with background infor-

mation and ten lesson plans; 10) possible organiza-

tional patterns; 11) materials; and 12) bibliog-

raphy. The guide is mimeographed and spiral

bound with a soft cover. OBJECTIVES AND AC-

TIVITIES: The sections on speech, listening, writ-

ing, reading, viewing, and language each contain

sample performance objectives with learning ac-

tivities for each objective. INSTRUCTIONAL

MATERIALS: Audiovisual aids and books are

listed separately for speech, listening, writing,

reading, viewing, and language. Addresses of

publishers are also given, together with some

general titles and material on testing. STUDENT

ASSESSMENT: Evaluation suggestions are in-

cluded for each of the instructional objectives.

(MBM)

ED 062 316

SP 007 373

Alexander, Bill

English Language Arts Curriculum Guide. Late

Adolescence, High School.

Pasco County Schools, Dade City, Fla.

Pub Date Aug 70

Note—304p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Adolescents, *Curriculum Guides,

*Language Arts, Listening, Reading, *Senior

High Schools, Speech Curriculum, Writing

GRADE OR AGES: 15-19. SUBJECT

MATTER: Language Arts. ORGANIZATION

AND PHYSICAL APPEARANCE: There are 12

sections: 1) introduction, including background

material, key concepts, and overall objectives; 2)

detailed program objectives; 3) speech; 4) listen-

ing; 5) writing; 6) reading; 7) viewing; 8) lan-

guage; 9) sample units; 10) organizational pat-

terns; 11) materials; and 12) bibliography. The

guide is mimeographed and spiral bound with a

soft cover. OBJECTIVES AND ACTIVITIES:

The sections on speech, listening, writing, read-

ing, viewing, and language each contain sample

performance objectives with learning activities

for each objective. INSTRUCTIONAL MATERIALS:

Audiovisual aids and books are listed separately

for speech, listening, writing, reading, viewing,

and language. Addresses of publishers are also

given, together with some general titles and

material on testing. STUDENT ASSESSMENT:

Evaluation suggestions are included for each of

the instructional objectives. (MBM)

ED 062 317

SP 007 383

Teeny, Abe D. Nupen, Walter A.

American History and Government. Grade 11.

Parkrose Public Schools, Portland, Ore.

Pub Date Jun 68

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Government (Course),

*American History, *Curriculum Guides,

*Grade 11, High School Curriculum, *Social

Studies

GRADES OR AGES: Grade 11. SUBJECT

MATTER: American history and government.

ORGANIZATION AND PHYSICAL AP-

PEARANCE: The introductory material outlines

the philosophy and the scope and sequence for

the whole social studies program. The main body

of the guide has seven sections (colonial years,

federalism and expanding democracy, civil war

and reconstruction, rise of industrialization and

big business, twentieth century through World War I, twentieth century from prosperity to depression, and twentieth century 1940's to the present). Each section has subsections on economic influences, domestic and foreign political factors, sociological influences, and geographical influences. The material is presented in three columns: concepts, activities, and references. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are not specified. Very detailed activities are included. INSTRUCTIONAL MATERIALS: Books, records, filmstrips, and transparencies are listed. There is also an extensive bibliography. STUDENT ASSESSMENT: None. (MBM)

ED 062 318

SP 007 384

Brunton, Max And Others

Right On! New Directions in Language Arts.

Parkrose Public Schools, Portland, Ore.

Pub Date 69

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, High School

Curriculum, *Language Arts, *Literature,

*Senior High Schools, *Writing

GRADES OR AGES: Senior High School.

SUBJECT MATTER: Language arts. OR-

GANIZATION AND PHYSICAL AP-

PEARANCE: The subject matter for the program

has been divided into two major areas: writing

and language, literature and humanities. Students

are required to take one course from each area in

each quarter. The first part of the guide includes

an introduction to the new program for the stu-

dent with a listing of all the course titles, fol-

lowed by brief descriptions of each of the courses.

The second part consists of teacher's guides to

three courses: Writing I, II, and III. The third

part contains two bibliographies, for the writing

and language courses and for the literature and

humanities courses, and a projected evaluation

for the program. The guide is mimeographed and

spiral bound with a soft cover. OBJECTIVES

AND ACTIVITIES: The objective is stated at the

beginning of each course description. Activities

are included in the teacher's guides for Writing II

and III. INSTRUCTIONAL MATERIALS: Read-

ing materials prescribed in the program are listed

in the bibliographies. STUDENT ASSESSMENT:

Diagnostic tests are included in the teacher's

guide for Writing I. (MBM)

TE

ED 062 319

TE 002 817

Johnson, Ronald E.

A Series of Experiments Concerning the Relationship between Learning and the Structural Importance of Linguistic Subunits. Final Report.

Purdue Univ., Lafayette, Ind.

Spans Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-9-E-074

Pub Date Sep 70

Grant—OEG-5-9-245074-0048

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Comparative

Analysis, *Experiments, Fiction, *Language

Research, Learning Activities, *Learning

Processes, Linguistics, Methods, Organization,

Poetry, Prose, Psychological Patterns, Reten-

tion, Serial Learning, *Structural Analysis, Text-

ual Criticism, *Verbal Communication, Verbal

Learning

A series of seven experiments provided infor-

mation on the relationship between the learning

of prose and the structural importance of the lin-

guistic subunits. Five samples of prose, including

narrative folktales and two samples of textual

prose, were studied to determine whether the pat-

terns of learning corresponded to the structural

importance of the respective verbal units. In this

series, an objective method was devised for divid-

ing complex verbal materials into linguistic sub-

units possessing psychological significance. The

learners in Experiments I and II attempted a sin-

gle verbatim reproduction of a narrative folktale

either immediately after reading the folktale or

after a seven-day retention interval. Two textual

selections were studied in Experiments III and IV

and their structural importance rated. Experiment

V was conducted to determine whether the relationship between structural importance and recall resulted from learners adopting a learning strategy in which more learning time was allocated to more important units. In Experiments VI and VII, a determination was made of the role of structural importance in the serial learning of linguistic subunits. From a methodological viewpoint, two of the techniques used possess the potential of having wide applicability to the analysis of text. These are: (1) the technique of segmenting prose according to locations of pausal acceptability, and (2) the technique whereby linguistic subunits within a prose passage may be hierarchically ordered. (Author/CK)

ED 062 320 TE 002 857

Feld, Merle, Ed. *And Others*
ERIC Documents on the Teaching of English,
Volume Seven: July-December 1971.

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *English (Second Language), *English Curriculum, *English Education, *English Instruction

A bibliography of all documents relating to English teaching and announced in "Research in Education" is presented. Documents listed in this index cover the period July through December 1972. (CK)

ED 062 321 TE 002 871

Eble, Kenneth E.

Preparing College Teachers of English.

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Pub Date Mar 72

Note—26p.; NCTE/ERIC Studies in the Teaching of English

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 20319: \$0.75 prepaid)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, College Faculty, *College Instruction, Curriculum Design, Educational Innovation, *English Instruction, Evaluation Techniques, Instructional Materials, *Questionnaires, Research, Standards, Surveys, *Teacher Education, Teaching Techniques, Textbooks

The first in a series of state-of-the-art papers in the area of the teaching of English is presented. Reviews are made of relevant research, curriculum trends, teaching materials, the judgments of recognized experts in the field, reports and findings from various national committees and commission. The point is made that the teacher's image has never been as dominant in higher education as has the image of the scholar. A questionnaire sent to 60 departments of English was designed to bring out: (1) How large a part, in terms of courses, hours, and faculty involved, the English department has in the specific training of teachers; (2) What courses and what faculty were identified specifically as being a part of the English teacher preparation program; (3) What content and what practices were to be found in the "methods" courses taught within the English department; and (4) What texts, evaluation techniques, innovations were used in courses in teacher preparation. Results include: (1) English departments are not very greatly involved in the preparation of teachers outside of the subject matter classes which comprise the program for English majors; and (2) Over half of the schools surveyed did not require additional courses for English teaching majors. Other surveys and their results are also presented. (Author/CK)

ED 062 322 TE 002 872

Gett, Howard G.

Paraprofessionals in the English Department.

National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Note—106p.; NCTE/ERIC Studies in the Teaching of English

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 20220, \$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Clerical Workers, *English Departments, *English Education, *English Programs, Metropolitan Areas, *Paraprofessional School Personnel, Program Evaluation, School Aides, Secondary Grades, Suburbs, *Teacher Aides

Identifiers—Instructional Aides, Lay Readers
The use of paraprofessionals (lay readers, instructional aides, clerical aides, and homekeeping aides) in secondary English departments in a three-state area (Illinois, Indiana, and Michigan) is determined and evaluated. Chapter One reviews related literature, and Chapter Two surveys paraprofessionals in the English departments. Questionnaires were sent to schools using paraprofessionals and to schools that had discontinued using them. Findings relate to the following conclusions reached: (1) Larger schools (1,500 or more students) were more likely to use paraprofessionals and less likely to discontinue that use; (2) Schools seemed willing to hire lay readers but not instructional aides; (3) Paraprofessionals were paid near adequate salaries; (4) The involvement of English department heads with the selection of paraprofessionals seemed inadequate; (5) Preschool and inservice training for both paraprofessionals and teachers who used paraprofessionals was unsatisfactory; (6) The evaluation policy was inadequate; and (7) The ratings of paraprofessional programs as successful by approximately 86% of the schools could be considered adequate. Recommendations for more effective use of paraprofessionals are made. Twenty-three tables and a bibliography are included. Appendix A is a Questionnaire Sent to Schools Using Paraprofessionals during the 1968-69 School Year; Appendix B is a Questionnaire Sent to Schools That Had Discontinued Paraprofessional Use. (Author/LS)

ED 062 323 TE 002 873

Kent, Ruth Kimball

The Language of Journalism: A Glossary of Print-communications Terms.

Pub Date 70

Note—102p.

Available from—Kent State University Press, Kent State University, Kent, Ohio 44242 (clothbound \$5.00, paperback \$1.95)

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, *Glossaries, *Graphic Arts, Instructional Aids, *Journalism, *Printing, Publishing Industry, Teachers

This book provides the student of journalism with a handy reference for terms used in his chosen field. Instructors, practicing journalists, lexicographers and others should find this book of interest. The glossary entries are presented in alphabetical order, along with the compound terms, synonyms, and cross-references. A separate listing of abbreviations follows. Several illustrations are cited throughout the book. Consulted in the compilation of this glossary were traditional sources, modern general sources, and specialized sources. A bibliography with some annotations conclude the book. (Author/LS)

ED 062 324 TE 002 874

Haughey, Charles F. *And Others*

Project English Summaries, March 1970.

Bucks-Montgomery Regional Planning Services, Pa.; Research and Information Services for Education, Conshohocken, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 70

Note—279p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Analytical Criticism, Composition (Literary), Curriculum Guides, *Curriculum Planning, Developmental Reading, *English Curriculum, English Programs, Instructional Program Divisions, *Literary Criticism, Literary Genres, Reading Materials, *Writing Skills

Identifiers—*Project English

Information concerning Project English, which is being carried out at 14 universities and 1 State Department of Education through the support of the Office of Education, is provided in summary format. Project English is concerned with the development of English curriculum for Grades K through 12 and with the development of curriculum for Literature, Language, and Composition. The universities at which the project work is

being conducted are Carnegie-Mellon, Florida State, Georgia, Hunter College - Gateway English, Indiana, Michigan, Nebraska, Northern Illinois, Northwestern, Ohio State, Oregon, Purdue, Western Reserve - Euclid Junior High School, and Minnesota. The non-university project work is being carried out by the Wisconsin State Department of Public Instruction. The ERIC accession numbers are given for project-developed materials available through the ERIC Document Reproduction Service, and addresses are provided for obtaining other project-developed published materials. (LS)

ED 062 325 TE 002 875

Writing: National Results—Writing Mechanics.

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-8

Pub Date Feb 72

Note—207p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Basic Skills, Children, *Comparative Analysis, Composition (Literary), Creative Writing, English Education, *English Instruction, Error Patterns, Essays, Evaluation Techniques, Letters (Correspondence), National Surveys, Structural Grammar, *Writing Exercises, *Writing Skills, Young Adults

Identifiers—*National Assessment of Educational Progress, Writing Mechanics

This is the third National Assessment report on the writing of children aged 9, 13, and 17, and young adults. The three exercises used in the writing assessment were: Age 9: The Forest Fire Exercise; Age 13: The Famous Person Exercise; and Age 17: The Famous Person Exercise. An exercise for young adults (Adults: The Commissioner Stroud Letter) required them to write formal letters to public officials expressing a viewpoint on an issue. The report contains separate chapters for each age group: Chapter 2 describes the essays written by 9-year-olds; Chapter 3 reports on 13-year-olds; and Chapters 4 and 5 describe 17-year-olds and young adults, respectively. Each chapter begins with an introductory statement about particularly important aspects of the essays that age group wrote. Chapter 6 discusses The Differences between 9's, 13's, 17's and Adults. The results of the four analyses (overall quality, error counts, characterization, and computer) are presented under six headings: essay length, paragraphing, punctuation and capitalization, sentence structure, agreement, and words (spelling, vocabulary and usage). Six appendices present: Procedures for Assigning Overall Quality Scores; Kinds of Errors Sought in the Error Count Analysis; Characterizations; Computer Scoring of Essays; Sample Percentages; and Best Essays. Tables and figures illustrate the text. (Author/LS)

ED 062 326 TE 002 876

Judy, Stephen, Ed.

Lecture Alternatives in Teaching English.

Michigan Council of Teachers of English, St. Joseph.

Pub Date 71

Note—108p.; Prepared by the Committee on Lecture Alternatives in the English Classroom. Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 03613: \$2.50 prepaid)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Composition (Literary), *English Instruction, *Lecture, Literature Programs, *Literature Reviews, Media Selection, *Student Motivation, Student Participation, Visual Aids

The five sections of the document are: General Discussion; Classroom Experiences; Evaluation and Non-Lecture Teaching; A Closing Note; and Appendix. The ten papers presented are as follows: "Lecture Alternatives and the English Class" by Stephen Judy; "Let's See How it Goes: A View of the Teacher as Manager of Student-Initiated Activities" by James Wilsford; "Talk-Drama as an Alternative to the Lecture" by M. Robert Graham; "Individualizing the First Grade Classroom" by Sister Patricia Lamb; "Choose your Environment" by Sister Mary Clare Yares; "A Student-Centered Composition Course" by Patrick Courts; "Poor Expectations" by Robert Stallman; "Response to Writing" by Merilee Pearson; "An Intemperate View of Comparative

Grading and Some Ways to Subvert the System" by Ann E. Green; and "Are There Alternatives to 'English'?" by David Robertson Angus. The Appendix concludes with "Some Lecture Alternatives" by The Lecture Alternatives Committee. (LS)

ED 062 327 TE 002 877
Hunt, Gary T. Redmond, Mary W.

A Practical Model for the Use of Simulation in Speech Education.

Speech Communication Association, San Francisco, Calif.

Pub Date Dec 71

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, December 27-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, Creative Expression, Decision Making, *Game Theory, Human Relations, Models, Nonverbal Communication, Problem Solving, *Role Playing, Simulated Environment, *Simulation, *Speech Education, Student Participation, *Verbal Communication

A case for the use of simulation in speech education is built, and the teacher is encouraged to experiment with this strategy in various learning environments. The simulation model is described in the Planning Stage, the Developing Stage, the Implementing Stage, and the Evaluating Stage. It is concluded that as a teaching strategy, simulation games promise many rewards for the field of education. (LS)

ED 062 328 TE 002 878

DeVito, Joseph Civikly, Jean M.

The Language Code of the Child.

Pub Date Dec 71

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, December 27-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Language Development, Morphology (Languages), Phrase Structure, Semantics, Sentence Structure, *Speech, Speech Instruction, Structural Grammar, *Syntax, *Transformation Generative Grammar, Verbal Communication

The syntactic properties of the child's language are studied. Within the framework of transformational grammar, the rules of syntax can be divided into three types: base- or phrase-structure rules, transformational rules, and morphological rules. Each of these rules is discussed. It is stated that the one process that appears to characterize each of these syntactic rules (and language acquisition, in general) is that of "gradual differentiation." Implications for the teacher of the study of the child's language acquisition are presented. (Author/LS)

ED 062 329 TE 002 879

Donelson, Ken, Ed.

Student Teaching in English.

Pub Date Oct 71

Note—96p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 20765: \$1.25 prepaid); Ken Donelson, Editor, Arizona English Bulletin, LL 639, English Dept., Arizona State Univ., Tempe, Ariz. 85281 (\$1.25)

Journal Cit—Arizona English Bulletin; v14 n1 p1-92 October 1971

Document Not Available from EDRS.

Descriptors—Bulletins, *English Instruction, *Literature Reviews, *Student Teaching, *Teacher Education

This bulletin consists of 23 papers on the subject of student teaching in English. Selected material on current reading is included in a 73 item bibliography. "Shoptalk" is a Column of Brief Ideas and Sundry Thoughts about Student Teaching in English. (LS)

ED 062 330 TE 002 881

White, Marian E., Ed.

High Interest-Easy Reading for Junior and Senior High School Students. Second Edition.

Pub Date 72

Note—140p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 43009: members \$0.85, non-members \$0.95 prepaid)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Booklists, *High School Students, Instructional Materials, *Junior High School Students, *Literature Appreciation, *Reading Interests, Student Attitudes, Student Motivation

An annotated booklist designed for the use of students who are considered reluctant readers is presented. The reluctant reader is defined as one who has the ability to read but doesn't like to read because he hasn't found material that interests him. The criteria for selection of titles included: high interest, easy reading, literary quality, attractive format, and in print. The selections span a period of 40 years, from 1931 to the end of 1970. (See ED 029 027 for first edition.) (Author/CK)

ED 062 331 TE 002 882

Bullock, Johanna

Newspaper Makeup: Journalism, English.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Course Content, Course Objectives, *English, *Journalism, *Learning Activities, Students, Task Performance, Theories

Identifiers—*Quinmester Program

A course in the theory and practice of making up the front page and inside pages of the newspaper is presented. Included are copy fitting, headline and composition fitting, typography and type specifications, and photo proportioning. Theories of offset and letterpress printing are also covered. Objectives of the course include the following: (1) Students will estimate the length of stories in inches without counting words; (2) Students will identify type class and size; (3) Students will lay out a front page; and (4) Students will lay out an inside page following the principles of layout. (Author/CK)

ED 062 332 TE 002 883

Adams, Marlene E.

Creative Journalism: English, Journalism.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—13p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Composition (Literary), Course Content, *Course Objectives, *Creative Expression, Interviews, *Journalism, Literary Criticism, *Recreational Reading, Students, Task Performance

Identifiers—*Quinmester Program

A course in the basic principles of journalism is presented. The principles are studied as applied to writing columns, reviews, feature stories, human interest articles, fashion reporting, comics, personality interviews, and other types of entertaining writing for the newspaper. Course objectives include: (1) The student will identify feature stories; (2) The student will defend or criticize a story; (3) The student will write a daily column for a specified number of days; and (4) The student will suggest topics for informative or news features, or human interest stories based on school life. (Author/CK)

ED 062 333 TE 002 884

Adams, Marlene E. Bullock, Johanna

Advertising and Business Management: Journalism, English.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accounting, Behavioral Objectives, *Business Education, Course Content, *Course Objectives, Evaluation, *Journalism, Learning Activities, Publicize, *School Accounting, Students, Task Performance

Identifiers—*Quinmester Program

A course to train students in proper handling of school accounts—contracts, bookkeeping, business letters, the significance of school audit—is presented. Selling advertising and developing ideas of a profit and/or publicity-oriented nature are also covered. Course objectives include the following: (1) The student will explain the purpose of a contract; (2) The student will list several school situations that would require a contract; (3) The student will revise a school's

contract specifications to cover current conditions; (4) The student will evaluate several bid proposals; and (5) The student will compose a business letter. (Author/CK)

ED 062 334 TE 002 885

Bullock, Johanna

Newspaper Editing: English, Journalism.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—15p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Course Content, *Course Objectives, *Journalism, *Learning Activities, Students, Task Performance

Identifiers—*Quinmester Program

A course designed to groom editors for the newspaper is presented. Editing copy, copyreading and proofreading, principles of headline, responsibility of the press, libel and slander laws, and problems of censorship are covered. Course objectives include the following: (1) The student will recognize and correct all newspaper items that do not conform to the style of the school's newspaper; (2) The student will copyread a newspaper story eliminating all errors in mechanics, evidence of editorializing, and inaccurate statements; (3) The student will correct all printer's errors; and (4) The student will identify and eliminate all errors in headlines, outlines and ads. (Author/CK)

ED 062 335 TE 002 886

Houghton, Judy H.

Reading the Newspaper: Language Arts.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—18p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Behavioral Objectives, Comparative Analysis, Course Content, *Course Objectives, Evaluation, *Journalism, *Language Arts, *Mass Media, *Reading Habits, Students, Task Performance

Identifiers—*Quinmester Program

A course designed for the reading and understanding of the newspaper is presented. Included in the content are a study of the structure of the newspaper, styles of writing found in newspapers, a detailed study of a story as it unfolds, and writing assignments using different styles of writing. Objectives include the following: (1) The student will recognize the need for newspapers in society; (2) The student will examine the contents of a newspaper; (3) The student will identify news and news style; (4) The student will investigate news interpretation; (5) The student will discern elements of distortion and bias in the news; and (6) The student will evaluate the quality of various newspapers. (Author/CK)

ED 062 336 TE 002 887

Everitts, Eldonna L., Ed.

English and Reading in a Changing World.

Pub Date 72

Note—178p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 01624: \$3.29)

Document Not Available from EDRS.

Descriptors—Bibliographies, Composition (Literary), Creativity, *Curriculum Planning, Educational Research, Elementary Education, *English Education, Individual Development, *Language Arts, *Reading, Secondary Education, Social Change, Surveys, Teaching Techniques, *Thought Processes, Universities

A set of articles presenting a broad base for displaying the thinking of outstanding researchers and scholars on the subjects of English and Reading is given. These articles were drawn from papers read at a series of institutes cosponsored by the University of Illinois and the National Council of Teachers of English. Each paper reflects elements of change in curriculum development and in the teaching of English. The articles are divided into four sections. Articles in the first group express the convictions underlying current efforts to center the teaching of English on individual creativity. The second section consists of articles which focus on changes which have occurred in recent years in the approaches to the teaching of the various aspects of English. The articles in group three are a number of sur-

veys of current practices in the area of children's literature, reading at the elementary and secondary levels, composition at the elementary level, and a case study on curriculum planning. (Author/CK)

ED 062 337

TE 002 888

Dressel, Paul L.

Liberal Education and Journalism.

Pub Date 60

Note—111p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 (\$1.50)

Document Not Available from EDRS.

Descriptors—Agriculture, Annotated Bibliographies, Attitudes, Business Administration, College Faculty, *Colleges, Educational Finance, *Educational Research, Engineering, Financial Support, *General Education, Health Occupations, *Journalism, Music, Nursing, *Professional Education, Projects, Statistical Analysis, Surveys

A study of liberal education in undergraduate professional schools is presented. Eight types of professional schools were included: agriculture, business administration, education, engineering, journalism, music, nursing, and pharmacy. The study has been conducted along several lines. The first project consisted of the preparation of an extensive but selected and annotated bibliography, in each of the eight fields, covering (1) the historical origins of liberal education as a part of professional courses of study, and (2) the present status of liberal studies as represented in catalogues, in official institutional pronouncements, in the published documents of accrediting bodies, and in professional literature. A second inquiry was concerned with a statistical analysis of the attitudes of faculty members in representative professional schools of all eight varieties. A third approach consisted of visits to a small number of institutions selected to represent each group on the basis of geographical location, public or private support, size of student body, and other factors of statistical significance. In this monograph, concerned with undergraduate education in journalism, are brought together the results of the earlier studies of the historical development of journalism education and of the analysis of faculty members' attitudes toward liberal arts subjects. (Author/CK)

ED 062 338

TE 002 889

Walker, Elinor, Comp.

Book Bait: Detailed Notes on Adult Books Popular with Young People. Second Edition.

Pub Date 69

Note—135p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Attitudes, *Booklists, Book Reviews, *English Education, Motivation Techniques, *Reading Interests, Values, *Youth

A selection of books for young people is presented. In addition to presenting carefully selected titles, this list aids the librarian by the way in which each book is presented. The first long paragraph is a summary of the book's contents. The second indicates the audience to which the book appeals and, in many instances, the particular value of the book. Ideas for book talks and follow-up titles are given in a final paragraph. (Author/CK)

ED 062 339

TE 002 890

Doyle, Brian, Comp. and Ed.

The Who's Who of Children's Literature.

Pub Date 68

Note—432p.

Available from—Schocken Books, 67 Park Avenue, New York, New York 10016 (hard-bound \$10.00, paperback \$3.95)

Document Not Available from EDRS.

Descriptors—*American Literature, *Annotated Bibliographies, Authors, *Booklists, *Childrens Books, *English Literature, Literature Appreciation

A guide to the most notable authors and illustrators of children's books, from the early nineteenth century to the present day, is presented. Some early classics are also included. Approximately 300 names are listed. Editorial

emphasis has been placed on those English-language authors, both British and American, who constitute the heritage of juvenile literature. (Author/CK)

ED 062 340

TE 002 891

Rothkopf, Ernst Z., Ed. Johnson, Paul E., Ed. *Verbal Learning Research and the Technology of Written Instruction.*

Pub Date 71

Note—367p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 (\$8.50)

Document Not Available from EDRS.

Descriptors—Attention, Beliefs, Cognitive Processes, Computer Assisted Instruction, Concept Teaching, Discourse Analysis, Factor Analysis, Instructional Materials, Laboratory Techniques, *Language Development, *Learning Processes, Objectives, *Research, Stimuli, Student Motivation, Symposia, Task Performance, Technology, *Verbal Learning, *Written Language

The symposium on which this report is based was motivated by the belief that scientific understanding of how man learns through language will some day help in the development and use of written instructional materials. The main purpose of the symposium was to take stock of the more promising findings and concepts about verbal learning processes in order to see whether they had any practical implications that should be pursued. A second purpose was to encourage a dialogue between the verbal learning laboratory and the world of instructional research. The collection of papers comprising this book is divided into four main sections. The first section, entitled "Verbal Learning and Connected Discourse," contains three papers that describe acquisition processes in terms of concepts derived from the laboratory study of learning. The second section, "Stimulus Measures and Characterizations of Performance," deals mainly with empirical efforts to characterize the difficulty of prose materials and the quality of performance that results from the exposure to such materials. The third section, entitled "Motivational and Attention-Like Factors," includes three papers concerned with the role of learner variables. The final section, "An Addendum from Computer Technology," deals with the role of the computer in written technology. (Author/CK)

ED 062 341

TE 002 892

Gale, Irma F., Boisvert, Louis

The Negative "Aspects" of Children's Writing.

Pub Date [71]

Note—19p.; An Unpublished Paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Comparative Analysis, *Composition (Literary), Control Groups, *Elementary School Students, Experimental Groups, Grade 5, Grammar, *Language Development, *Language Research, Objectives, Sex Differences, Test Results, Verbs, Written Language

Identifiers—*Stanford Achievement Test

This study of the negative side of children's writing utilized an experimental group and a control group equalized according to sex and the results of the language sub-tests of the Stanford Achievement Tests. Students wrote two 1,000 word composition samples, one during the first month of the study and one during the ninth month. The purposes of the before and after analyses were to determine: (1) whether or not the experimental factor (the teaching of linguistic grammars to the experimental subjects) was effective in increasing the frequency of use of the various combinational verb-phrase options in the writings of the experimental subjects as compared with the written samples of the control subjects, and (2) whether or not boys and girls demonstrated any significant difference in their selection of the various verb-phrase options. Results of these analyses indicate that fifth-grade students show developmental growth in their performance in the use of verb + "be" in subordinate clauses. Growth factors that were significant only for the experimental subjects included the verbal combinations: verb 1 "be" in the main clause; main verb in the subordinate clauses, verb 1 modal and Verb 1 "have" in their subordinate clauses. No significant difference was found in the frequency of verb-phrase options selected by boys and girls

of either group in their before and after written samples. This study indicates that growth in elementary children's utilization of verb phrase structures is largely developmental. (Author/CK)

ED 062 342

TE 002 893

O'Keefe, M. Timothy

The Comparative Listenability of Shortwave Broadcasts.

Pub Date 71

Note—4p.

Journal Cit—*Journalism Quarterly*; v48 n4 p744-748 Winter 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *English (Second Language), Evaluation, *Journalism, Language Research, Language Styles, *Listening Skills, *Media Research, News Media, Program Evaluation, Surveys, Testing, Test Results, Word Recognition

Identifiers—Dale Chall Formula, Europe, Flesch Formula, Southeast Asia, *Voice of America

A study to analyze selected shortwave broadcasts in terms of the Flesch formula for readability is presented. The study attempted to qualify elements of style based on their scripted word usage and to compare and contrast the news broadcasts of four countries in terms of gross listenability. A number of studies were conducted which applied the Dale-Chall formula and the Flesch formula, as well as tests on the listenability-readability concept. News scripts of the Voice of America's English language broadcasts to Southeast Asia over the period of one week were examined. In addition, the shortwave news broadcasts of Russia, Britain and West Germany were taped and examined. It was found that on the basis of the scores recorded for the Voice of America broadcast that the news reports may have been prepared at a more difficult level than was intended. The study indicates that the matter of style evaluation should be given serious consideration by U.S.I.A. (CK)

ED 062 343

TE 002 895

Starck, Kenneth

Campus Press Performance in Coverage of Disorders.

Pub Date 71

Note—5p.

Journal Cit—*Journalism Quarterly*; v48 n1 p751-55 Winter 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Administrator Attitudes, Classification, Comparative Analysis, Content Analysis, Educational Change, Information Sources, *Journalism, *News Media, Questionnaires, Student Attitudes, Surveys, *Task Performance, *Universities

A study of the performance of the nation's campus press is presented. The point is made that in terms of content, the student press has come of age. The specific question studied is: How did the campus press perform in its coverage of the campus disorders of May 1970? Content and administrator and student staff attitudes were scrutinized. A four-member panel sifted all items dealing with the May disorders and divided them into two major categories. It was found that a major proportion of the space devoted to the May disorders coverage dealt with local news of campus disorders. Another result of the study was that of the 45 sources interviewed, 69% felt favorably toward the newspaper's performance in the coverage of the disorders. Nearly all of the newspapers staff responding to an open-ended questionnaire felt that the newspaper had performed very well in its coverage. One implication of the study is that campus press performed, in its failure to analyze news thoroughly, is echoing the performance of the commercial press and therefore, journalism education must be redirected. (CK)

ED 062 344

TE 002 896

Maloney, Henry B., Ed.

Accountability and the Teaching of English.

Pub Date 72

Note—174p.

Available from—National Council of Teachers of English, Order Department, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 00055; \$2.95 prepaid)

Document Not Available from EDRS.

Descriptors—Attitudes, Authors, *Behavioral Objectives, *Behavioral Science Research, Bibliographies, *Educational Accountability,

*English Instruction, *Essays, Humanism, Objectives, Philosophy, Psychological Studies, Teaching Techniques

A monograph exploring issues in behavior and behavioral objectives is presented. Following the introduction, there are six sections in this book. In the opening section, George Henry uses a philosophical point of view to look for goals underlying the behaviorist's approach to English teaching. Section two is a sympathetic examination of the ends that can be achieved by objectives which are drawn up carefully by trained writers. The third section expresses strong concerns about systems approaches that apply to English teaching and equally strong reservations about teacher accountability based on such approaches. Section four consists of Donald Seybold's report and a paper by Robert Zoellner, who discusses Pavlovian and Skinnerian psychology in relationship to behavioral objectives. Section five is an epilogue by James Squire stating the humanistic goals of English, and the final section is a bibliography. (Author/CK)

ED 062 345 TE 002 897

Mathews, Sharon Sipe, Bonnie
Language Arts Quinquennial Course of Study: Critical Thinking.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—39p.; Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Cognitive Processes, *Communication (Thought Transfer), *Course Content, Course Objectives, *Critical Thinking, Educational Games, Group Dynamics, Interaction, *Language Arts, Listening Skills, Motivation, *Perceptual Development, Problem Solving, Student Participation

A course designed to sensitize the student to both verbal and non-verbal clues to the levels of meaning from written and non-written communication is presented. Course objectives include the following: (1) Students recognize examples of emotionally toned language; (2) Students determine attitudes from demonstrations of various body gestures, stances, facial expressions, and non-verbal use of time and space; (3) Students solve geometrical puzzles, word games, and word analogies; (4) Students discover the principles underlying critical thinking; and (5) Students determine what motivates people in making personal, societal, economic, and political choices. The course presents a variety of techniques for thoughtful listening, speaking, reading, writing and group interaction with peers and others. A number of methodologies are employed throughout. All involve student participation in the process of orientation, preparation, analysis, ideation, incubation, synthesis, and verification. (Author/CK)

ED 062 346 TE 002 898

Follett, Joseph F. Wesemann, Ann F.
Effects of Grammatical Factors and Amount of Material on Memorizing Paragraphs, Sentences, and Word Lists.

George Washington Univ., Alexandria, Va.
Human Resources Research Office.
Spons Agency—Department of the Army, Washington, D.C.

Report No.—TR-67-9

Pub Date Jun 67

Note—72p.; Basic Research Study 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grammar, Instructional Materials, *Memory, *Paragraphs, Recall (Psychological), Semantics, *Sentences, Standards, Stimuli, Time Factors (Learning), *Word Lists

Research conducted to determine the effect of certain measurable characteristics of written material upon speed of memorization is presented. The characteristics studied fall into four classes: (1) Load measures reflecting informational density, (2) Length measures based upon number of syllables, words, kernel sentences, clauses, or sentences in a passage, (3) Packaging measures based on alternative, grammatically equivalent ways for dealing with the same semantic material, and (4) Word frequency measures. Six studies comprising 14 experiments were conducted. Experimental materials consisted of paragraphs, lists of sentences, single sentences, and lists of words. In all but one of the six studies, the primary measure of learning was cumulative presentation time to a criterion of one per-

fect rote recall of the experimental material, where presentation time during each exposure of the material was under the subject's control. Results include: (1) Paragraphs with a very high ratio between content words and total words in the paragraph required more time to learn than those with a lower content load; and (2) The time required to learn a set of sentences increased as the mean number of syllables per content word increased. Conclusions include: (1) Of the four types of stimulus characteristics studied, length has the most potent effects upon rote memorization; and (2) A number of relationships between independent and dependent variables were found to yield good fits to linear, power, or exponential equations. (Author/CK)

ED 062 347 TE 002 899

Miller, James Hull
Self-Supporting Scenery for Children's Theatre . . . and Grown-Up's Too (A Scenic Workbook for the Open Stage).

Pub Date 71

Note—99p.

Available from—James Hull Miller, 3415 Reilly Lane, Shreveport, Louisiana 71105 (\$3.00)

Document Not Available from EDRS.

Descriptors—Adults, *Children, *Equipment, Philosophy, *Theater Arts, *Workbooks

The philosophy behind setting the scenery for the theatre is discussed. The point is made that in the theatre of live actors facing live audiences, a technical alternative is to conceive of scenery as sculpture, as so many pieces standing around in space. This book contains instruction for making stage props and limits itself to material that is principally original in nature. (Author/CK)

ED 062 348 TE 002 901

Whitworth, Richard G., Ed.
Futuristic Designs in the English Curriculum: Four Scenarios.

Ball State Univ., Muncie, Ind. Dept. of English.

Pub Date [69]

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creative Writing, *Curriculum Planning, Educational Innovation, *English Curriculum, *Graduate Students, *Student Developed Materials, Teaching Techniques

Written by four teams of doctoral students at Ball State University, the scenarios presented describe a hypothetical sequence of events, procedures, or new patterns involving the English curriculum of the future. The scenarios are: I. An English Curriculum for the Year 2000; II. MED-85, a Humanistic Communications Scenario; III. A.D. Two Double-O Two; and IV. Sense, Intellect, and Imagination: A Humanities Curriculum Scenario. The value of the scenario is seen to be as follows: (1) the use of the scenario as a teaching technique; and (2) the innovative qualities of the scenarios which call for different strategies, approaches, and new terminology with which to cope with projected socioeconomic changes 20 or 30 years from the present. (DB)

ED 062 349 TE 002 902

English for the Seventies: A Guide for the Teaching of English, Eighth Level.

District of Columbia Public Schools, Washington, D.C.

Pub Date 71

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Course Content, Curriculum Design, *English Curriculum, *Grade 8, Lesson Plans, *Reading Improvement, Resource Materials, Skill Development, *Teaching Guides

Identifiers—*District of Columbia

This guide for the teaching of English at the Eighth Level centers around the improvement of reading while continuing to acquire knowledge in the subject area. The material in the guide is presented under the following topic headings: Rationale and Minimum Floors for Reading; Eighth Level: Point of View; Behavioral Objectives; Check List of Skills to Be Taught; General Speaking, Writing, Reading, and Listening Activities; Suggested Form for Daily Lesson Plan; Course of Study - Eighth Level—History of the English Language; Vocabulary Development and Use; Short Story; Suggested Lesson Plan on Short Story "After Twenty Years"; Biography and Autobiography; Poetry; Drama; Mini-Unit on Drama "Twelve Angry Men"; Novel; Language and

Grammar; Oral Composition; Written Composition; and Rules for Written Work; Sample Learning Paks; Suggested Lessons for "Emergencies"; Resources and Materials; General References; Unit on Washington, D.C.; and Feedback Sheet. (DB)

ED 062 350 TE 002 903

Ramsey, Imogene

A Comparison of First Grade Negro Dialect Speakers' Comprehension of Standard English and Negro Dialect.

Pub Date 72

Note—5p.

Journal Cit—Kentucky English Bulletin; v21 n2 p21-5 Winter 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Early Childhood Education, *English Instruction, Grade 1, Hypothesis Testing, *Listening Skills, *Negro Youth, *Nonstandard Dialects, Readiness (Mental), Sex Differences, *Standard Spoken Usage

In a study of Negro children's listening comprehension, conducted in 1969, the following hypotheses were tested: (1) Beginning first-grade Negro dialect speakers who scored high, average, and low on readiness tests show no significant differences in their ability to answer literal comprehension questions about stories presented orally in standard English and in Negro dialects; and (2) When retelling stories presented to them orally in standard English or Negro dialect, beginning first-grade Negro dialect speaking children who scored high, average, and low on readiness tests, demonstrate no significant difference in the extent to which they include the following: a. Accurate literal statements, b. Accurate interpretative statements, and c. Evaluative statements. The listening comprehension test consisted of four short fables which had animal characters and were considered free from cultural and sex bias. Ten questions were used to check literal comprehension of two of the stories, and all four stories and the questions were translated into Negro dialect. Sixty subjects, 10 boys and 10 girls in each of the three readiness categories, were assigned alternately to the standard English or the Negro dialect treatment group. Based on the results, it is concluded that use of Negro dialect or standard English made no significant difference in ability to answer literal questions; sex and level of readiness did, however. (DB)

ED 062 351 TE 002 904

Van Scoy, Karen Whitehead, Robert
Literature Games.

Pub Date 71

Note—57p.

Available from—Fearon Publishers, Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Classroom Games, Educational Games, Elementary Grades, *English Instruction, *Enrichment Activities, Intermediate Grades, *Literature, Primary Grades, *Reading Games, Recreational Reading, Teaching Guides, Teaching Techniques

The primary purpose of this book is to make available to teachers and children a significant number of interesting game activities that will enrich the entire reading program, especially the literature portion. The games are designed primarily for use in two portions of the reading program: (1) the "enrichment reading program," and (2) the "recreational reading program." The games are organized into three general chapters: Chapter One contains games especially for children in the primary grades. Chapter Two concentrates on games for intermediate grade children, and Chapter Three contains games that would be appropriate for any of the elementary grades. The literature games are listed in the Index in alphabetical order by title. (Author/DB)

ED 062 352 TE 002 905

Hauck, Marian K.

The Case for Descriptive Writing.

Pub Date [69]

Note—7p.; An unpublished paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Descriptive Writing, English Curriculum, Language Skills, Skill Development, *Student Developed Materials, *Teaching Techniques, *Writing Skills

An approach to teaching descriptive writing and its values are discussed. Benefits derived from a descriptive writing unit are said to be the following: (1) Descriptive writing is fun; (2) It enables the instructor to demonstrate that the first word that pops into the writer's mind is often not the best one; (3) There is no easier way in which to teach grammar, especially parts of speech; (4) There is not better training in seeing the need for precise word selection and for developing this skill; (5) It aids the student in developing craftsmanship in his writing. Practical application of these theories of value include: an image quiz; demonstration of conscious word selection using a step-by-step approach until a one sentence description is created; introduction of figures of speech and words that appeal to the senses; emphasis on reader involvement; introduction of the entire area of diction in connection with the consideration of what the reader will respond to and how he will respond. In writing the longer essay, the student should become an observer and note-taker; learn to organize or preplan his material; become knowledgeable in the use of transitional devices; and become aware of the importance of tone and mood. (DB)

ED 062 353 TE 002 906
 Worthen, Richard, Ed. Cohen, Florence, Ed.
 Accountability English Style: Dialogue, a Two-
 Way Street, The Cards on the Table.
 Pub Date Feb 72

Note—5p.
 Journal Cit—California English Journal; v8 n1
 p7-11 February 1972

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Community Responsibility, *Educational Accountability, *English Instruction, *Language Arts, Parent Teacher Cooperation, *School Responsibility, Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Responsibility

The accountability of the English teacher is discussed from the standpoint of who they believe they are accountable to and who is properly accountable to them. The English teacher is said to be accountable to his students, his colleagues within and outside his discipline, to the parents of his students and to the larger local community which supports the schools, and to state, national, and other local groups. Those who are said to be accountable to the English teacher are the students, the parents, administrators, and the wider communities. It is concluded that it is the English teacher's obligation to take up an active role in clarifying for himself, his students, his colleagues, and his several communities what he is trying to do in the educational process, what conditions he needs in order to have a chance of success, and what means may be used to evaluate that success. (DB)

ED 062 354 TE 002 907
 Landau, Elliott D., Ed. And Others
 Child Development through Literature.
 Pub Date Mar 72

Note—520p.
 Available from—Prentice-Hall, Inc., Englewood
 Cliffs, New Jersey 07632 (\$11.95, cloth; \$5.95,
 paper)

Document Not Available from EDRS.

Descriptors—Adults, *Bibliotherapy, *Child Development, *Childrens Books, Classification, Cognitive Processes, Communication (Thought Transfer), Emotional Development, *Emotional Experience, Environmental Influences, Family Influence, Handicapped Children, Intellectual Development, *Literature, Objectives, Personality Development, Play, Psychology

This volume is an attempt to provide literature that will enhance through vicarious experience and emotional involvement the adult's understanding of the principles of child development. The selections are organized into categories and cross-indexed with most of the standard texts in child development and psychology. It is divided into ten major sections: (1) Early Development, (2) Personality Development, (3) Emotional Development, (4) Intellectual Development, (5) Communication, (6) The Meaning of Play, (7) The Handicapped Child, (8) Home Influences, (9) School Influences, and (10) Societal Influences. (CK)

ED 062 355 TE 002 909

Trivette, A. C. White, Kinnard
 Title III, Co-Op STEP: Statistical Report Showing
 the Effect of Individual Instruction and Team
 Teaching upon the Academic Growth of High
 School Students in English.

Pub Date [69]

Note—6p.; An unpublished paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Control Groups, *Educational Research, *English Instruction, Experimental Groups, High School Students, *Individual Instruction, *Statistical Data, Summer Schools, *Tables (Data), Team Teaching

Research designed to discover the effect of individual instruction and team teaching upon the academic growth of students in high school English during a six weeks summer school session is discussed. Two control and experimental groups were used. Results are given in tabular form. (CK)

ED 062 356 TE 002 910

Milosh, Joseph E., Jr.
 Teaching the History of the English Language in
 the Secondary Classroom.

National Council of Teachers of English, Urbana,
 Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW),
 Washington, D.C.

Pub Date Apr 72

Note—102p.; NCTE/ERIC Studies in the
 Teaching of English

Available from—National Council of Teachers of
 English, Order Department, 1111 Kenyon
 Road, Urbana, Illinois 61801 (Stock No.
 27759, \$1.50 prepaid)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Communication (Thought Transfer), Course Content, Curriculum Development, *Diachronic Linguistics, *English, *English Instruction, Instructional Materials, Literature, Motivation, Organization, *Secondary Education, Secondary School Teachers, *Teaching Techniques

A monograph to encourage the teaching of the English language is presented. This work is directed primarily to the high school English teacher. It contains six chapters. Chapter One, The Subject and the high school teacher of English, describes, among other things, three ways to get at the inclusiveness of the English language. Chapter Two, Bringing the History of English into the Classroom, concerns itself with answering the question of why the teacher should concern himself with the transfer of his knowledge of the history of English into the classroom. Chapter Three, Content and Technique for the Classroom, defines language briefly as a system of arbitrary vocal symbols which men communicate with. Chapter Four, Structuring a Unit on the History of English, emphasizes that a teacher should create his own unit. Chapter Five, The History of the English Language and Literature, discusses the relationship between language and literature. Chapter Six, For the Teacher and the Future, emphasizes that the teacher should constantly be building a body of language material. (Author/CK)

ED 062 357 TE 499 761

Vogelsohn, Diana
 U. S. Office of Education Support for the Arts &
 the Humanities, 1972.

Office of Education (DHEW), Washington, D.C.
 Report No.—DHEW-OE-72-19

Pub Date 72

Note—27p.

Available from—Superintendent of Documents,
 U. S. Government Printing Office, Washington,
 D. C. 20402 (Stock No. 1780-0835, \$0.35)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Art, Classification, *Educational Finance, *Educational Legislation, *Federal Programs, Graduate Study, *Humanities, Occupational Guidance, Research, Special Programs, Undergraduate Study

A booklet on legislation affecting the Office of Education is presented. It is divided into two parts. The first is a summary of pertinent legislation arranged by title and section. The second presents a brief description of the assistance or

program offered, who may apply and how funds are disbursed. Program categories include undergraduate assistance, graduate opportunities and assistance, special programs for educational personnel, vocational opportunities and assistance, research, construction and remodeling, equipment and materials, and educational services. (Author/CK)

ED 062 358 TE 499 762
 National Endowment for the Humanities Sixth Annual Report.

National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 72

Note—91p.; 1971 Annual Report

Available from—Superintendent of Documents,
 U. S. Government Printing Office, Washington,
 D. C. 20402 (Stock No. 3600-0009, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adult Education, *Annual Reports, Educational Finance, *Educational Programs, Federal Aid, *Humanities, *Learning Activities

This annual report discusses the status of programs created to broaden the uses of the humanities by the American public. Included in the discussion is an experimental program on a statewide basis for informal adult education in the humanities and The Jefferson Lecture in the Humanities, a national series which will bring humanistic learning directly to bear on public affairs. (Author/CK)

ED 062 359 TE 499 763

Smith, Ralph A., Ed.
 Aesthetics and Problems of Education.

Pub Date 71

Note—608p.; One of a series entitled "Readings in the Philosophy of Education"
 Available from—University of Illinois Press, Urbana, Illinois 61801 (cloth \$12.95, paper \$4.95)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, Authors, Cognitive Processes, Curriculum Design, Educational Objectives, *Educational Philosophy, Educational Problems, *Instructional Materials, Learning Activities, Organization, *Problem Solving, *Projects, Psychological Studies, Teaching

Identifiers—Illinois University

One of a series of books that reprints significant articles, excerpts from books, and monographs that deal philosophically with problems in education is presented. The point is made that the distinctive feature of this series is that the selection of materials and their organization are based to a large extent on the results of a three-year project supported by the U. S. Office of Education and the University of Illinois. The majority of writers in this volume use materials from the field of philosophical aesthetics to clarify and understand the basic problem area of aesthetic education. The term aesthetics is divided into three types: scientific, analytic, and synoptic or speculative. Scientific aesthetics encompasses a large variety of empirical studies and is best exemplified in psychological inquiries. Analytical and synoptic aesthetics are both philosophical in character. This document is divided into four sections: Historic Ideas of Aesthetic Education, The Aims of Aesthetic Education, Curriculum Design and Validation in Aesthetic Education, and Teaching-Learning in Aesthetic Education. (Author/CK)

ED 062 360 TE 499 765

Hilf, Anne C.
 The Mod World of Leather I (Tentative Course Outline), Art Education.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—28p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, Behavioral Objectives, *Curriculum Guides, Design Crafts, *Handicrafts, Instructional Media, Manipulative Materials, Secondary Grades, *Skill Development

Identifiers—*Quinquennial Program

A course, exploring leather skills and decorating techniques for grades 7-12, is presented. The Course Content includes Historical and cultural survey; Leather types; Definitions and applica-

tion; Plan for working leather; and Tools and equipment. Upon completion of this course the student will be able to do the following: (1) Relate the research of historical application of leather to contemporary products; (2) Apply elements of design to the planning and production of leather products; (3) Demonstrate his ability to select appropriate leather for his products; (4) Produce at least five selected leather objects; (5) Experiment with the uses of leather and design and implement at least one creative work; (6) Perform assigned tasks according to direction and specifications; and (7) Evaluate his work by displaying it for class critique, discussing results with the teacher and fellow students. A section on Strategies and Procedures covers design and material and equipment used. Suggestions for the Instructor deal with notes on leather and work procedures. Resources for Teacher and Student list books, periodicals, and films on related subjects and the suppliers. (LS)

ED 062 361 TE 499 766

Hilton, Lewis B., Ed.

Missouri Journal of Research in Music Education, Volume II, Number 5.

Missouri State Dept. of Education, Jefferson City. Pub Date 71

Note—117p.

Available from—Missouri State Department of Education, Jefferson Bldg., P.O. Box 480, Jefferson City, Missouri 65102 (free)

Journal Cit—Missouri Journal of Research in Music Education, v2 n5 p1-116 Autumn 1971

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, Bulletins, College Teachers, Creative Teaching, Group Instruction, *Multimedia Instruction, Music Appreciation, *Music Education, Music Teachers, Music Techniques, Music Theory, *Research Methodology, Teaching Methods

The six articles presented in this journal are: I. Research in Action: The Transfer of Research in Music and Music Education into the Classroom by Jack R. Stephenson; II. Programmed Instruction and Music Education by Douglas L. Turpin; III. Music Education and the Blind by Joan Thief Gagnepain; IV. Improved Teaching Through the Use of the Videotape Recorder by Paul D. Rodabaugh; V. Development of a Methodology for Transcribing the Organ Music of Bach for Band by James M. Burk; and VI. Humanities, Integrated Arts, and Aesthetic Education by William D. Gaver. Dissertation Abstracts listed in chapter VII are as follows: A Basic Method of Group Instruction for Beginning Church Organists by Sister Dorothy Venhouse; An Investigation of the Vibrating Clarinet Reed Utilizing High Speed Cinematography by Roger Dean Coppenbarger; A Study of Interviewing Practices and Techniques Utilized in the Screening of Prospective Music Personnel in Departments of Music in Institutions of Higher Education by Joseph M. Hegstad; A Study of Rehearsal Techniques for Symphonic Band by William N. Vereen, Jr.; A Study of the Application of Creativity in the Teaching of Secondary School Music by Elwood H. Brown; Music Departments of Colleges or Universities and Public Schools—Interrelationships by Jesse Laurence Peterson; and Serial Compositions for Band by Robert Lowell Casey. (LS)

ED 062 362 TE 499 767

Owen, Joan And Others

Music: Chorus, Junior.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Discrimination, *Behavioral Objectives, *Choruses, *Course Objectives, *Curriculum Guides, Music, Musical Composition, *Music Education, Music Reading, Skill Development

Identifiers—*Quinmester Program

A music course of instruction in junior chorus, to develop students' performance skills individually and in ensemble, is described. A prerequisite for pupils is the ability to read music. Outlined are: the course description; enrollment guidelines; study objectives; course content; procedures; resources for pupils and teachers; and the assessment. Examples of descants in various keys and ranges are illustrated. Course objectives are: the student will select the title of any

familiar melody from a list provided; identify aurally the performing medium from various musical instruments; determine aurally whether an example is major, minor, or chromatic mode; and aurally determine the cadence content of an example. The pupil will also learn the musical vocabularies: (1) letter notation; (2) numbers—harmonic intervals; and (3) solfeggio—developing musical sound, and demonstrate vocal and choral techniques. With the emphasis on harmony, and using laboratory approach, pupils will develop skills in vocal production, listen, read, and compose music with emphasis on ways harmony is used. (Author/LS)

ED 062 363

TE 499 768

Trott, Maralyn D.

Music: Supplemental Material: Chorus, Junior.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—67p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Discrimination, *Behavioral Objectives, *Choruses, *Course Objectives, *Curriculum Guides, Music, Musical Composition, *Music Education, Music Reading, Singing, Skill Development

Identifiers—*Quinmester Program

This document is a supplement to TE 499 767, presented in this issue. The contents are similar to the original document, but the supplement expands on the subject of "Course Procedures, Strategies, and Suggested Learning Activities." Resources for the Pupil and Teacher are listed. A Choral Written Test and a True and False Test conclude the document. (LS)

ED 062 364

TE 499 771

Newell, Betty Polson, Philip

Music: Music Theory I.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—24p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Discrimination, *Behavioral Objectives, *Course Content, Course Objectives, *Music Education, Music Reading, Skill Development, *Task Performance, *Theories

Identifiers—*Quinmester Program

A course presenting the fundamentals of music through ear training, analysis, reading and writing music is given. Objectives include: ear training, reading and analysis, and writing. Course content includes: (1) Review of previous levels if need exists to facilitate placement and determine strengths and weaknesses, (2) Development of aural discrimination, (3) Development of reading and analysis, (4) Development of writing skills, and (5) Performance. (Author/CK)

TM

ED 062 365

TM 001 206

Orpel, Russel E.

The Development of an Experimental Sensory-Motor and Movement Skills Test Battery.

Pub Date Apr 72

Note—9p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Groups, Elementary School Students, *Factor Analysis, Kindergarten Children, Motor Development, Perceptual Motor Coordination, Physical Activities, *Psychomotor Skills, Research Methodology, Student Evaluation, *Test Construction, *Test Reliability, *Test Validity

Identifiers—*Movement Skills Test Battery

An age-normed test battery was developed for use as a research instrument to assess strengths and weaknesses in the sensory-motor development of elementary school age children. The importance of sensory-motor functions for the child's total development and learning is noted. The experimental sensory-motor test battery consists of 12 subtests, and requires approximately 20 to 25 minutes to be administered to an individual child; however, a group of three or four children can be individually tested in about 45 minutes. The subtests are administered in the fol-

lowing order: 1. bead stringing, 2. first-edge-palm, 3. block transfer, 4. bean bag throw, 5. sitting, bending, reaching, 6. standing broad jump, 7. shuttle run, 8. lying on floor to standing position, 9. sit-ups, 10. walking board, 11. one foot balance (eyes open and eyes closed), and 12. chair push-ups. The standardization sample consisted of 744 Caucasian children, 6 through 12 years of age, from Kindergarten through Grade 6. The major evidence at present concerning the validity of the instrument was provided by the factor analysis of the intercorrelations for each age group. The five factors were interpreted as: "hand-eye coordination," "balance," "explosive strength or impulsion," "flexibility," and "visually guided movement." The minimum estimates of internal consistency reliability of the subtests range from .44 to .88. (Author/DB)

ED 062 366

TM 001 213

Friedman, David

The Use of Pattern Analysis for the Prediction of Achievement Criteria.

Resource Management Corp., Bethesda, Md.

Pub Date Apr 72

Note—58p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Tests, Factor Analysis, Factor Structure, Grade 8, Item Analysis, Models, *Performance Criteria, Performance Tests, *Prediction, *Predictive Ability (Testing), *Predictor Variables, Scores, *Scoring, Task Performance

Identifiers—California Achievement Test Form C, *Parent Child Relations Questionnaire, PCR

Arguments which suggest that improved prediction of multiple criteria can be achieved employing pattern scoring of responses, as opposed to conventional methods, are examined. Models for improving prediction of single and multiple criteria were examined. The findings are: (1) simple linear combinations of predictor variables perform as well predicting single criterion as do nonlinear combinations of the variables; and (2) for predicting multiple criteria, the most appropriate model also appears to be simple linear combinations of the predictor variables. It is suggested, however, that when a number of measures, multifactor in nature, are to be predicted, the model used in the present study may be appropriate for improving predictability. (CK)

ED 062 367

TM 001 214

Williams, Frederick Natalicio, Diana S.

Evaluating Carrascolendas: A Television Series for Mexican-American children.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Grant—OEG-0-9-530094-4239-(208)

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Covariance, Behavioral Objectives, Biculturalism, *Bilingual Education, Cognitive Development, *Educational Television, Grade 1, Grade 2, Language Usage, Letters (Alphabet), *Mexican Americans, Numbers, Physical Environment, Post Testing, Pretests, *Program Development, *Program Evaluation, Question Answer Interviews, Spanish Speaking, Statistical Analysis

Identifiers—Bilingual Education Act, *Carrascolendas, Title VII

The development of "Carrascolendas," a television series devised for Mexican-American children, is summarized. Emphasis is placed upon strategies for evaluation. Evaluation evidence indicates that "Carrascolendas" may be an alternative or an addition to the Sesame Street approach to dealing with the education of the disadvantaged. (MS)

ED 062 368

TM 001 297

Rosner, Jerome

The Visual Analysis Test: An Initial Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-22

Pub Date 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, Evaluation Techniques, *Freehand Drawing, *Geometric Concepts, Grade 1, Grade 2, Kindergarten, *Perceptual Motor Coordination, Predictive Validity, Program Evaluation, Research Methodology, Scoring Formulas, Tactual Visual Tests, Test Reliability, *Tests, Test Validity Identifiers—Visual Analysis Tests

A copying test (VAT) is described in which the test items can function as teaching objectives with the expectation that acquiring competency in the represented behaviors will be generalized to other visual-motor tasks. Six hundred and sixty-seven kindergarten first- and second-grade children were tested. Results show: (1) a reliable scoring method (Interrater $r=.98$); (2) a broad range of individual differences between and within the three age groups; (3) significant predictive validity to the norm-referenced Rutgers Drawing Test (K and Gr. 1: VAT-Rutgers Form A, $r=.80$; Gr. 2: VAT-Rutgers Form B, $r=.68$). Item difficulty is analyzed and implications are discussed. (Author)

ED 062 369 TM 001 298

Feldmesser, Robert A.

Problems and Promises in Performance Contracting.

Pub Date Oct 71

Note—10p; Paper presented at the Association of School Business Officials, Montreal, Canada, October 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Curriculum Planning, *Educational Accountability, *Educational Innovation, Evaluation Techniques, Goal Orientation, Legal Problems, *Performance Contracts, Post Testing, Pretesting, Private Agencies, Program Planning, Teacher Attitudes, Testing Problems

Problems which should be considered in relation to performance contracting include: legal problems, time for planning, teachers' objections, and measurement problems. Advantages include: the learning experience of planning, Hawthorne effect excitement, and the low cost of this experimentation. (MS)

ED 062 370 TM 001 299

Payne, David A.

Toward a Characterization of Curriculum Evaluation.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Classroom Environment, Cost Effectiveness, *Curriculum Evaluation, Educational Objectives, *Evaluation Techniques, *Models, Personal Values, Personnel Evaluation, Program Descriptions, Research Methodology, Research Utilization, Student Characteristics

Numerous facets of curriculum evaluation are discussed. Recent developments in evaluation, characteristics of evaluation and evaluators, and specific characteristics of curriculum evaluation are examined. Several curriculum evaluation models are studied. (DG)

ED 062 371 TM 001 300

Johnson, Granville B.

Evaluation of the University of South Alabama College of Education Teacher Training Program by Analyses of Its Alumni, 1969.

University of South Alabama, Mobile.

Pub Date 69

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alumni, Attitudes, Feedback, Grade Point Average, Income, Job Satisfaction, *Principals, Professional Associations, *Program Evaluation, *Questionnaires, Rating Scales, Reliability, Selection, Self Evaluation, Sex Differences, Statistical Analysis, *Teacher Education, Teacher Evaluation, Teaching Experience, Teaching Skills, Training Techniques, Validity

Identifiers—*University of South Alabama

To improve selection and training at both Bachelor's and Master's levels, an evaluation study of the alumni of the College of Education was undertaken. Alumni were sent questionnaires to ascertain their feelings about their training, and a rating scale was sent to the principals of schools where alumni were teaching (see TM 001 301 for sample). Details of results are given. (A related document is ED 060 650.) (MB)

ED 062 372

Johnson, Granville B.

Evaluation for Teaching.

University of South Alabama, Mobile.

Pub Date 69

Note—4p.

Available from—Not available separately; see TM 001 300

Document Not Available from EDRS.

Descriptors—*Alumni, Classroom Communication, Creativity, Individual Characteristics, Knowledge Level, Language Usage, Lesson Plans, *Measurement Techniques, *Principals, *Rating Scales, Speech Skills, Student Teacher Relationship, *Teacher Evaluation, Teacher Responsibility, Teaching Techniques, Test Reliability, Test Validity

Identifiers—*University of South Alabama

This teacher rating scale was sent to principals of alumni. The first six variables concern personality; the next 10 are directly associated with teaching. A factor analysis is being made. No statistical test of validity was made due to lack of a criterion measure. However, rater bias and test unreliability lower validity. (See TM 001 300 for information on complete evaluation study.) (MS)

ED 062 373 TM 001 302

Friendly, Michael L.

Proximity Analysis and the Structure of Organization in Free Recall.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—RB-72-3

Pub Date Feb 72

Note—179p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cluster Analysis, *Individual Differences, Learning, *Learning Processes, Memory, Psychological Characteristics, Psychological Evaluation, *Psychological Patterns, Psychological Testing, Recognition, *Retention, *Thought Processes, Transfer of Training

Identifiers—Proximity Analysis

A method for assessing the structure of organization was developed on the basis of the ordinal separation, or proximity, between pairs of items in recall protocols over a series of trials. The proximity measure is based on the assumption, common to all indices of organization, that items which are coded together in subjective memory units will consistently tend to be recalled contiguously in output. Methods of hierarchical cluster analysis are then employed to determine the structure of organization implied by the proximities between items. An experiment was designed to test the sensitivity of the method to differences in organizational structure. Existing data from several studies of part-whole transfer by Ornstein were reanalyzed to assess the explanatory power of the method of proximity analysis. It was concluded that the method of proximity analysis can be useful in attempts to elucidate the relationship between organization and memory. (Author/DG)

ED 062 374 TM 001 303

Caughren, Harry J., Jr.

Construction of an Experimental Measure of Motivation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-I-003

Pub Date Feb 72

Grant—OEG-9-9-140003-0076(057)

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Community Colleges, Construction (Process), Evaluation Criteria, Factor Analysis, *Measurement Instruments, *Motivation, Need Gratification, Personality Studies, *Personality Tests, *Psychological Characteristics, Psychological Evaluation, Psychological Needs, Psychological Studies, *Psychological Tests, Research Methodology, Social Reinforcement

A modified iterative factor analytic method was applied to item responses of 346 male students in four community colleges in order to construct three experimental scales for the measure of motivation. A fourth scale, which appears to be a measure of goal-deficiency, was also developed. The four scales—tentatively identified as Intrinsic Motivation (IM), Self Enhancement (SE), Person

Orientation (PO), and Goal Deficiency (GD)—were found to be relatively independent of one another and to have a high degree of reliability with respect to test-retest stability. Provisional norms, based on 649 females and 650 males, were established. Item content and correlates of the scales suggest that the four new experimental scales should have special relevance for description and analysis of motivation in relation to work and education. (Author)

ED 062 375 TM 001 309

Zarembinski, Clem

The Meaning and Measurement of Creativity in Education.

Pub Date 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Creative Ability, *Creative Thinking, Creativity, *Creativity Tests, Measurement Instruments, *Models, Personality Assessment, *Psychological Characteristics, Standardized Tests, *Thought Processes

An attempt is made to formulate, develop, and test principles for: (1) creating an environment which places high value on creativity; (2) guiding the evaluative behavior of teachers, counselors, and administrators; and (3) helping children develop evaluative behavior conducive to creative thinking. (Author/DB)

ED 062 376 TM 001 310

Tucker, William H.

An Investigation of Intransitive Choice Behavior.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—RB-72-8

Pub Date Feb 72

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Science Research, Correlation, Data Analysis, Factor Analysis, Models, *Questionnaires, Stimulus Behavior Identifiers—Intransitive Choice Behavior

Five questionnaires were administered to a group of subjects on two separate occasions. The principal concerns were the following: (1) to find evidence for the existence of stable (i.e., over testings) circular triads, (2) to investigate the appropriateness of the additive difference model, if such stable circularities are found, and (3) if such evidence is not found, to investigate the intransitivity-as-inconsistency explanation by exploring the relationship between circular triads and changes in response to individual items over the two administrations. With the exception of one subject on one questionnaire, no such evidence for stable intransitivities was found. Consequently, the inconsistency explanation was investigated by a factor analysis of nine variables derived from the subjects' choices. These variables were measures of consistency, transitivity and discrimination among stimuli. Results of this analysis suggest that the assumption of circular choices as synonymous with inconsistency is upheld for three of the five questionnaires. (Author/MS)

ED 062 377 TM 001 311

Tucker, William H.

General Goals of Life Questionnaire.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—RB-72-8

Pub Date Feb 72

Note—8p; Appendix II

Available from—Not available separately; see TM 001 310

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Forced Choice Technique, *Goal Orientation, *Questionnaires, *Stimulus Behavior, Student Opinion

Each item in this questionnaire presents the subject with a pair of possible goals of life, and he must choose the one he feels is more desirable. Twelve different statements of goals yield a paired comparison task with 66 choice pairs. (See TM 001 310.) (MS)

ED 062 378 TM 001 312

Tucker, William H.
Payments Questionnaire.
 Educational Testing Service, Princeton, N.J.
 Spons Agency—National Science Foundation,
 Washington, D.C.; Office of Naval Research,
 Washington, D.C. Personnel and Training
 Research Programs Office.
 Report No.—RB-72-8
 Pub Date Feb 72
 Note—3p.; Appendix III
 Available from—Not available separately; See
 TM 001 310

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research,
 *Forced Choice Technique, Grade Point
 Average, *Premium Pay, *Questionnaires, Re-
 ports, *Stimulus Behavior, Student Opinion
 Each item in this questionnaire lists a pair of
 sets of payment (consisting of money, grade
 points, and opportunity to waive some required
 reports) for experimental participation in
 psychological research. The subject must choose
 the preferred act. (See TM 001 310.) (MS)

ED 062 379 TM 001 313

Tucker, William H.
Occupations Questionnaire.
 Educational Testing Service, Princeton, N.J.
 Spons Agency—National Science Foundation,
 Washington, D.C.; Office of Naval Research,
 Washington, D.C. Personnel and Training
 Research Programs Office.
 Report No.—RB-72-8
 Pub Date Feb 72
 Note—3p.; Appendix IV
 Available from—Not available separately; see TM
 001 310

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research,
 *Forced Choice Technique, *Occupational
 Choice, *Questionnaires, Social Status, *Stimu-
 lus Behavior, Student Opinion
 This questionnaire consists of pairs of occupa-
 tions. The subject must select the one which is "
 most looked up to." The 15 different occupations
 yield a paired comparison task with 105 choices.
 (See TM 001 310.) (MS)

ED 062 380 TM 001 314

Tucker, William H.
Offenses Questionnaire.
 Educational Testing Service, Princeton, N.J.
 Spons Agency—National Science Foundation,
 Washington, D.C.; Office of Naval Research,
 Washington, D.C. Personnel and Training
 Research Programs Office.
 Report No.—RB-72-8
 Pub Date Feb 72
 Note—2p.; Appendix V
 Available from—Not available separately; see TM
 001 310

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research,
 *Forced Choice Technique, *Legal Problems,
 *Questionnaires, *Stimulus Behavior, Student
 Opinion
 Each item in this questionnaire presents the
 subject with a pair of criminal offenses. He must
 choose which of the pair would cause him the
 greater shame. Eight stimuli produce a paired
 comparison task with 28 items. (See TM 001
 310.) (MS)

ED 062 381 TM 001 315

Tucker, William H.
Vietnam Questionnaire.
 Educational Testing Service, Princeton, N.J.
 Spons Agency—National Science Foundation,
 Washington, D.C.; Office of Naval Research,
 Washington, D.C. Personnel and Training
 Research Programs Office.
 Report No.—RB-72-8
 Pub Date Feb 72
 Note—13p.; Appendix VI
 Available from—Not available separately; see TM
 001 310

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research,
 *Forced Choice Technique, *Questionnaires,
 *Stimulus Behavior, Student Opinion
Identifiers—*Vietnam
 In this questionnaire, statements about Vietnam
 are presented to the subject in pairs, and he is
 asked to choose which of the pair better
 represents his own opinion. There are 15 state-
 ments producing a paired comparison task of 105
 items. (See TM 001 310.) (MS)

ED 062 382 TM 001 316

**Proceedings of the Annual State Conference on
 Educational Research "Accountability and the
 Curriculum" (23rd).**
 California Advisory Council on Educational
 Research, Burlingame.
 Spons Agency—California Teachers Association,
 Burlingame.
 Report No.—RR-46
 Pub Date Nov 71
 Note—119p.; Proceedings of the 23rd Annual
 State Conference on Educational Research
 (San Diego, Calif. November 18-19, 1971)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Affective Behavior, Behavioral Ob-
 jectives, *Conference Reports, *Curriculum,
 *Educational Accountability, Educational
 Legislation, *Educational Research, Evaluation,
 Higher Education, Input Output Analysis, Lan-
 guage Arts, Mathematics Education, Models,
 Performance Contracts, Program Planning,
 Pupil Personnel Services, Social Studies, Voca-
 tional Education

Papers presented at the Conference include: "
 Biopsy of an Educational Growth" (J.R. Harsh),
 "Performance Contracting—The Dallas Experi-
 ment" (D.R. Waldrup), "Teaching Performance
 Tests at Three Levels of Accountability" (W.J.
 Popham), "Problems of Implementing the Writ-
 ing of Behavioral Objectives" (R.M. Carson), "
 Program Planning Impact Accountability
 (teacher's viewpoint)" (S.R. Parker), "The Im-
 pact of Program Planning" (J.R. Kent), "Effects
 of Accountability on Evaluation and Research"
 (H.W. Smullenburg), "Accountability and the
 Failure Syndrome" (W.H. Stegeman), "Ac-
 countability or Leadership" (C.M. Jordan), "Ac-
 countability: The Search for Understanding in
 Public Education" (H.K. Hunt), "Accountability
 in Mathematics Laboratories" (V.P. Hansen), "
 Some Comments on Accountability in Mathe-
 matics Education" (E.G. Begle), "Accountability
 in the Social Science Curriculum as a Social
 Problem" (L.M. Reynolds, Jr.), "The Computer,
 Accountability, and the Social Scientist" (J.E.
 Westfall), "Ruminations and Research Related
 to Accountability" (G.S. Lester), "Accountability
 and the Individual Learner in Vocational Educa-
 tion The S.C.R.O.C. Model" (W.L. Butterbaugh),
 "Accountability, Assessment, and Relevance in
 Vocational Education" (R.S. Nelson), "Industry's
 Expectation of Education" (B.T. Jensen), "
 Guidelines for Accountability in Pupil Personnel
 Services in California" (T.W. Smith), and
 "Operational Objectives: First Step to Pupil Per-
 sonnel Services Accountability" (S.J. Mandell). A
 bibliography on accountability is included. (MS)

ED 062 383 TM 001 317

Baker, Jean M. Martin, James
**Bicultural Socialization: A Group Process Ap-
 proach to Bilingual Instruction; Behavior Ob-
 servation Schedules.**
 Arizona Univ., Tucson. Arizona Center for Early
 Childhood Education.
 Spons Agency—Office of Education (DHEW),
 Washington, D.C.
 Pub Date 71
 Grant—OEG-0-9-12011-3465
 Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research,
 Behavior Change, *Bilingual Education, Check
 Lists, Classroom Techniques, Data Collection,
 Evaluation Techniques, *Group Activities, In-
 structional Innovation, Leadership, *Observa-
 tion, Reinforcement, Reliability, Social
 Behavior, *Socialization, Spanish Speaking,
 Student Behavior, Teacher Aides, Teacher
 Behavior

These 11 behavior observation schedules were
 developed to serve as a source of data for evalua-
 tion experimental variations in instructional
 procedures and classroom organization, and for
 monitoring changes in teacher, teacher aide, and
 child behaviors. (MS)

ED 062 384 TM 001 318

Lord, Frederic M. Hamilton, Martha S.
**An Interval Estimate for Statistical Inference
 about True Scores.**
 Educational Testing Service, Princeton, N.J.
 Spons Agency—Office of Naval Research,
 Washington, D.C. Personnel and Training
 Research Programs Office.
 Report No.—RB-72-1
 Pub Date Jan 72
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bayesian Statistics, *Hypothesis
 Testing, *Mental Tests, *Statistical Analysis,
 Tests of Significance, Theories, *True Scores
 A numerical procedure is outlined for obtain-
 ing an interval estimate of true score. The
 procedure is applied to several sets of test data.
 (Author)

ED 062 385 TM 001 319

Stufflebeam, Daniel L.
**The Relevance of the CIPP Evaluation Model for
 Educational Accountability.**
 Ohio State Univ., Columbus. Evaluation Center.
 Pub Date 24 Feb 71
 Note—30p.; Paper presented at the Annual meet-
 ing of the American Association of School Ad-
 ministrators (Atlantic City, N.J., February 24,
 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Educational
 Accountability, Educational Objectives,
 *Evaluation Methods, Information Needs, Infor-
 mation Retrieval, *Information Services,
 Input Output, *Models, Planning
Identifiers—*CIPP Model

The CIPP Evaluation Model was originally
 developed to provide timely information in a
 systematic way for decision making, which is a
 proactive application of evaluation. This article
 examines whether the CIPP model also serves the
 retroactive purpose of providing information for
 accountability. Specifically, can the CIPP Model
 adequately assist educators, after the fact, to ac-
 count for their decisions and actions? If so, the
 CIPP Model is a powerful tool for making and
 implementing decisions and for post hoc account-
 ing for those decisions and actions. The remain-
 der of the article describes the CIPP
 Model, presents a conceptualization of accounta-
 bility, and analyzes the potential of the CIPP
 Model for meeting the information requirements
 of accountability. (Author)

ED 062 386 TM 001 320

Stufflebeam, Daniel L.
**Design of a Planning and Assessment System for
 the Division of Manpower and Institutions.**
 Ohio State Univ., Columbus. Evaluation Center.;
 Ohio State Univ., Columbus. Research Founda-
 tion.
 Spons Agency—National Center for Educational
 Research and Development (DHEW/OE),
 Washington, D.C. Panel on Educational Ter-
 minology.

Pub Date 18 Jun 71
 Grant—OEG-0-71-4558
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Design Needs, *Evaluation
 Methods, *Management Systems, Models, Pro-
 gram Budgeting, *Program Design, *Program
 Proposals
Identifiers—*Division of Manpower and Institu-
 tions

This is a proposal submitted by the Ohio State
 University Research Foundation for design of a
 planning and assessment system for the Division
 of Manpower and Institutions (now Division of
 Research and Development Resources), U.S. Of-
 fice of Education. It responds to a need for an
 expanded planning, management, and assessment
 system that would enable DMI leaders to make
 responsible decisions under its new institutional
 support policy. The proposal suggests a
 background study; the convening of two advocate
 teams to develop alternative evaluation strategies;
 a convergence team to review the competing
 strategies and generate a third, which could be an
 elaboration of one of the advocate team strate-
 gies, a merging of the best features of the two, or
 a completely new strategy; and a means for
 judging the competing strategies. (Author)

ED 062 387 TM 001 325

Ferri, Henry J.
Evaluation of the Use of Various Types of Incentives in Educational Programs.
 Wethersfield School Dept., Conn.
 Pub Date Apr 72

Note—42p.; Paper presented at the annual meet-
 ing of the American Educational Research As-
 sociation (Chicago, Ill., April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Criterion
 Referenced Tests, Educational Programs, *In-
 centive Systems, Individualized Instruction,
 Learning Disabilities, *Learning Motivation,

Management Systems, *Parent Role, *Program Evaluation, Reading Programs, *Student Motivation

This report includes a description of the early history of the project, a description of the two components involved in the project, and pertinent questions about the project which are answered. (MS)

ED 062 388 TM 001 326

Ramseyer, Gary C. Tcheng, Tse-Kia
The Robustness of the Studentized Range Statistic to Violations of the Normality and Homogeneity of Variance Assumptions.

Pub Date Apr 72

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Confidence Testing, *Hypothesis Testing, *Statistical Analysis, *Statistics, *Tests of Significance

Identifiers—*q Statistic, Type I Error
The present study was directed at determining the extent to which the Type I Error rate is affected by violations in the basic assumptions of the q statistic. Monte Carlo methods were employed, and a variety of departures from the assumptions were examined. (Author)

ED 062 389 TM 001 327

Hendrickson, Gerry F. Green, Bert F., Jr.
Comparison of the Factor Structure of Guttman-Weighted vs. Rights-Only-Weighted Tests.

Spons Agency—College Entrance Examination Board, New York, N.Y.
Pub Date Apr 72

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Correlation, *Factor Analysis, *Internal Scaling, Item Analysis, *Scoring Formulas, *Test Construction, Test Reliability, Test Validity, *Weighted Scores

Identifiers—*Guttman Weighted Test, Rights Only Weighted Test

It has been shown that Guttman weighting of test options results in marked increases in the internal consistency of a test. However, the effect of this type of weighting on the structure of the test is not known. Hence, the purpose of this study is to compare the factor structure of Guttman-weighted and rights-only-weighted tests and to relate the change in structure to the change in internal consistency. Test items were intercorrelated and the resultant matrices factored, first weighting with Guttman weights then with rights-only ones. More variance was accounted for by the first several factors of Guttman-weighted tests than by the same factors in rights-only weighted tests. The tests for which there was most increase in variance were those for which there was greatest increase in internal consistency. Finally, the factor structure and conventionally-weighted tests were quite different. The implication of these structural changes on test validity is discussed. (Author)

ED 062 390 TM 001 328

Barry, Mike
A Study of an Inservice Program of Evaluation in Escambia County, Florida Public Schools.

Pub Date Apr 72

Note—30p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Cognitive Tests, Educational Accountability, *Educational Objectives, Evaluation Techniques, *Inservice Education, *Inservice Programs, Principals, Program Evaluation, Public Schools, School Personnel, Statistical Analysis, Testing, Test Results

The problem of this study was to determine the effect of an inservice education program of evaluation on school-based personnel in Escambia County, Florida, as measured by cognitive testing (knowledge) and affective (attitudinal) instrumentation. In addition, the determination of the specific objectives, met, or not met, by inservice participants was an important component of this study. (Author/CK)

ED 062 391

Brehman, George E., Jr.
Attitude Toward School Learning: The Development of a Seventh Grade Level Instrument for Measurement of Goal IV of the Pennsylvania Educational Quality Assessment Program.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Apr 72

Note—21p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Educational Accountability, Educational Improvement, Factor Analysis, Factor Structure, *Grade 5, *Grade 11, Item Analysis, Learning Experience, Learning Processes, *Program Evaluation, Public Schools, State Programs, Student Attitudes, Student Experience, *Test Construction, Testing, Test Reliability, Test Validity

The objectives of this study were twofold: first, to develop an improved version of the instruments used to measure Goal IV (Attitude Toward School and School Learning) at the fifth and eleventh grade levels in the public schools of Pennsylvania under a program of "Educational Quality Assessment" mandated by the legislature. Secondly, it was the object of this study to develop items that would measure attitudes toward learning that are independent of school context. (Author/CK)

ED 062 392 TM 001 330

Landis, H. John
A Validity Study of the Self-Esteem Inventory.

Pub Date Apr 72

Note—25p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Grouping, *Academic Achievement, *Check Lists, Correlation, Factor Structure, *Grade 7, Hypothesis Testing, Personality Assessment, Rating Scales, Self Concept, *Self Esteem, Statistical Analysis, *Test Validity

Identifiers—Self Concept as a Learner Scale, *Self Esteem Inventory

Results of this validation study of a slightly modified version of the Coppersmith Self-Esteem Inventory substantiate its use with seventh graders to assess Goal I (concerning self-understanding and appreciation of self-worth) of the Educational Quality Assessment Program in Pennsylvania. Appendixes include the definition and rationale for Goal I, copies of the Self-Esteem Inventory and the Self-Concept as a Learner Scale, and an expanded bibliography. (MS)

ED 062 393 TM 001 331

Barclay, James R. And Others
The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children.

Pub Date Apr 72

Note—24p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Check Lists, *Elementary School Students, *Environmental Influences, Expectation, Factor Analysis, *Fathers, Grade 4, Grade 5, Grade 6, Interaction, *Occupations, Peer Relationship, Self Evaluation, Sex Differences, *Social Behavior, Statistical Analysis, Student Teacher Relationship, Vocational Interests

Identifiers—*Barclay Classroom Climate Inventory, BCCI

To determine the specific nature of the environmental "press" derived from paternal occupation on the social interaction of children in the classroom, 1,386 elementary children were administered the Barclay Classroom Climate Inventory. Results are presented according to the fathers' occupations. (MS)

ED 062 394 TM 001 332

Barclay, James R. And Others
Behavioral and Achievement Correlates of Social Interaction Variables in the Elementary Classroom.

Pub Date Apr 72

Note—32p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

TM 001 329

Descriptors—*Academic Achievement, Analysis of Variance, Behavior Patterns, Behavior Rating Scales, Classroom Environment, Computer Oriented Programs, *Correlation, Data Analysis, Educational Diagnosis, *Elementary Grades, Interaction, Multiple Regression Analysis, Observation, Peer Relationship, Self Evaluation, Sex Differences, *Social Behavior, Student Needs, Systems Approach, Teacher Influence, *Test Validity

Identifiers—*Barclay Classroom Climate Inventory, BCCI

The purpose of this study is to report a behavioral observation validation of a multiple social interaction measurement instrument entitled the "Barclay Classroom Climate Inventory." This instrument measures social interaction in the elementary classroom as derived from self-report, peer judgments and teacher expectations. It provides an integrated need assessment system for use in diagnostic planning of curricular and behavioral interventions. In this study, an effort was made to relate psychometric variables to actual observed behavior in a number of classrooms of the Corpus Christi Public Schools over a ten-day period, with 700 elementary children as subjects of observation. (Author)

ED 062 395 TM 001 334

Ontjes, Robert L.
A Linear Programming Model for Assigning Students to Attendance Centers.

Pub Date Apr 72

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendance, Attendance Patterns, Integration Methods, Junior High School Students, *Linear Programming, *Mathematical Applications, *Mathematical Models, Operations Research, *Racial Balance, Racial Characteristics, Racially Balanced Schools, Student Characteristics

A linear programming model and procedures for optimal assignment of students to attendance centers are presented. An example of the use of linear programming for the assignment of students to attendance centers in a particular school district is given. (CK)

ED 062 396 TM 001 335

Tocco, T. Salvatore Bridges, Charles M., Jr.
A Replication and an Example of Serendipity in Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Grant—OEG-0-8-522394-3991(100)

Note—21p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Correlation, Disadvantaged Environment, *Disadvantaged Youth, *Educational Research, Growth Patterns, Identification (Psychological), Models, *Mother Attitudes, Mothers, *Self Concept, *Self Concept Tests, Self Esteem, Statistical Analysis, Test Reliability, Tests

Identifiers—Childrens Self Social Constructs Test, CSSCT, HISM, How I See Myself Scale, Social Reaction Inventory, SRI

The relationship between self-concept measures of deprived mothers and self-concept measures of their children is re-examined empirically. An accidental discovery was made correlating mothers' pre measures of self-concept to their childrens' post measures of self-concept. (CK)

ED 062 397 TM 001 336

Baker, Frank B. Hoyt, Cyril J.
The Relation of the Method of Reciprocal Averages to Guttman's Internal Consistency Scaling Model.

Pub Date Apr 72

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Correlation, *Evaluation Methods, *Internal Scaling, *Item Analysis, Mathematical Applications, *Mathematical Models, Psychometrics, Scores, Statistical Analysis

Identifiers—*Guttman's Internal Consistency Scaling Model

A scaling technique known as the Method of Reciprocal Averages has been in use since the early 1930's. This technique yields a set of item response weights for a psychological inventory which maximizes the internal consistency of the inventory for a group of subjects. Although the technique has been used for many years, its mathematical foundations have not been made explicit. In the present paper, it is shown that the informal data processing procedures of this technique actually solve the set of linear equations yielded by Guttman's Least Squares Model for internal consistency scaling. The Method of Reciprocal Averages can be implemented as a simple extension to existing item analysis computer programs. (Author/CK)

ED 062 398 TM 001 337

Kaplan, R. Rothkopf, E. Z.

The Effect of Presenting Objectives Prior to Test.

Pub Date Apr 72

Note—3p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, Factor Analysis, *Incidental Learning, *Instructional Design, Instructional Improvement, *Intentional Learning, *Learning Characteristics, Learning Processes, *Research Methodology, Test Construction, Test Interpretation

This study examined the effects of four characteristics of instructional objectives presented to the student prior to reading, upon intentional and incidental learning. The most salient result was produced by providing instructional objectives to the student prior to the text. The main findings were that (a) density increases (Proportion of intentional to total sentences) resulted in a reduction of intentional learning but did not affect incidental learning; and (b) specifically stated objectives produced more intentional learning than did general objectives. Incidental learning was influenced by density and specificity of directions. This suggests that presentation of objectives will not interfere with incidental learning. (Author)

ED 062 399 TM 001 338

Koos, Eugenia M. Chan, James Y.

Criterion-Referenced Tests in Biology.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Pub Date Apr 72

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Cognitive Objectives, Correlation, *Criterion Referenced Tests, Item Analysis, Multiple Choice Tests, Response Style (Tests), Scores, Scoring, *Test Construction, *Test Interpretation, Test Reliability, *Tests, Test Validity

Identifiers—EIB, *Explorations in Biology

The development of a series of parallel single-topic tests for testing attainment of 14 objectives concerned with inquiry skill in biology is discussed. The series of eight two-part tests are called "Explorations in Biology" (EIB). (CK)

ED 062 400 TM 001 339

McMullen, David W.

A Concept-Sampling Procedure for Quiz-Oriented Instruction.

Pub Date Apr 72

Note—26p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Criterion Referenced Tests, Diagnostic Tests, Educational Environment, *Educational Technology, *Feedback, *Individual Needs, Instructional Materials, Interaction, Learning Processes, Models, Performance Tests, Sampling, *Test Construction, Testing, Test Results, Tests

Identifiers—*Item Pool

In order to make formal instruction more responsive to individual needs, the following study implemented a procedure for transforming a conventional set of course materials into an interactive learning environment. The basic mechanism for interaction was a computer generated and computer administered quiz that sampled from concepts in the reading materials, provided immediate feedback, and identified con-

cepts with which students were having difficulty. (Author/CK)

ED 062 401 TM 001 340

Garvin, Alfred D.

Confidence Weighting.

Pub Date Apr 72

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Confidence Testing, *Guessing (Tests), Measurement Techniques, Multiple Choice Tests, *Objective Tests, Response Mode, Response Style (Tests), Statistical Analysis, Testing, Test Interpretation, *Test Reliability, *Weighted Scores

Identifiers—Confidence Weighting

Various aspects of Confidence Weighting are examined. Variant of Confidence Weighting, its effect on test reliability, and the validity of Confidence Weighting are discussed. (DG)

ED 062 402 TM 001 341

Reilly, Richard R. Jackson, Rex

Effects of Item Option Weighting on Validity and Reliability of Shortened Forms of the GRE Aptitude Tests.

Educational Testing Service, Princeton, N.J.

Pub Date Apr 72

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aptitude, Achievement Tests, *Aptitude Tests, Predictive Validity, Scoring, *Standardized Tests, Statistical Analysis, Test Interpretation, Test Reliability, Test Validity, Verbal Tests, *Weighted Scores

Identifiers—Graduate Record Examinations

Evidence on how the psychometric properties of verbal and quantitative academic aptitude tests are affected when item options are weighted using rather simple conceptual procedures is presented. This is discussed in connection with the scoring methods used on the Graduate Record Examinations. (DG)

ED 062 403 TM 001 344

Greene, John F. Zirkel, Perry A.

Scoring Creativity Tests by Computer Simulation: A Validation of Prediction Equations.

Pub Date Apr 72

Note—7p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, Correlation, Creativity, *Creativity Tests, Models, Multiple Regression Analysis, Predictive Ability (Testing), *Predictive Validity, Rating Scales, Scoring, Test Reliability, *Test Scoring Machines, Test Validity

Identifiers—*Torrance Test of Creative Thinking

The general usefulness of selected predictions equations for computer simulated scoring of creativity tests was studied. This was carried out by testing previously established prediction equations for samples drawn from similar populations. (CK)

ED 062 404 TM 001 572

Stripper (print. & pub.) 971.381—Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-140-R

Pub Date Jun 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Graphic Arts, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Photocomposition, Publishing Industry, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Stripper

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception;

Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 062 405 TM 001 573

Power Lawn Mower Assembler (agric. equip.) 6-94.352—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-141

Pub Date Dec 58

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Production Technicians, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Power Lawn Mower Assembler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 406 TM 001 574

Solderer I (any ind.) 6-95.001—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-142

Pub Date Dec 58

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Solderer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB

norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 407 TM 001 575

Jewelry Assembler 6-72.333; Ring Maker III 700.884—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No—TR-S-143

Pub Date Dec 58

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Jewelry Assembler, Ring Maker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 408 TM 001 576

Woodworking Machine Operator, General (woodworking) 6-33.910—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No—TR-S-144

Pub Date Dec 58

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Woodworking

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 409 TM 001 577

Grocery Checker (ret. tr.) 299.468—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No—TR-S-145

Pub Date Jan 59

Note—14p; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Stores, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Grocery Checker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 410 TM 001 578

Presser, Machine (any ind.; laund.) 7-57.511—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No—TR-S-146

Pub Date Jan 59

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Mechanical Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Machine Presser

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 411 TM 001 579

Cement, Hand (boot and shoe) II 6-61.311—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No—TR-S-147

Pub Date Jan 59

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Hand Tools, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Hand Cementer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the

tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 412 TM 001 580

Goggle Glass Cutter (optical goods) 713.884; Lens Cutter (optical goods) 713.884—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No—TR-S-148

Pub Date Jan 59

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Glass, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Glass Cutter, Lens Cutter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 413 TM 001 581

Caser (clock & watch) 6-72.105; Dialer (clock & watch) 6-72.198; Final Inspector, Movement Assembly (clock & watch) 6-72.326; Hands Assembler (clock & watch) 6-72.197; Inspector, Casing (clock & watch) 6-72.221; Liner and Gasket Insertor (clock & watch) 8-72.10; Lint Remover (clock & watch 8-72.10; Sweep-Spring Attacher (clock & watch) 8-72.10; (Finishing Department)—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No—TR-S-149

Pub Date Feb 59

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Finishing, Inspection, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Skilled Occupations, Test Reliability, Test Validity, *Watchmakers

Identifiers—Finishing Department, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Ap-

titude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 414 TM 001 582

Balance Truer (clock & watch) 6-72.205; Balance Wheel and Impulse Pin Sub-Assembler (clock & watch) 8-72.10; Final Inspector, Balance Wheel (clock & watch) 6-72.234; Hairspring Solderer (clock & watch) 8-72.135; Inspector, Watch Parts (clock & watch) 6-72.215; Put in Beat Adjuster (clock & watch) 6-72.224; (Balance Wheel Assembly Department)—Technical Report on Standardization of the General Aptitude Test Battery.

Report No.—TR-S-150

Pub Date Feb 59

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Skilled Occupations, Test Reliability, Test Validity, *Watchmakers

Identifiers—Balance Wheel Assembly Department, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 415 TM 001 583

Balance Assembler (clock & watch) 6-72.127; Endshake Adjuster (clock & watch) 8-72.10; Escapement Adjuster (clock & watch) 4-72.120; Hairspring Inspector (clock & watch) 1 4-72.205; Hairspring Planner (clock & watch) 8-72.10; Mechanical Assembler (clock & watch) 6-72.113; Oiler (clock & watch) 6-72.953; Repairman (clock & watch) 4-72.960; Timing Machine Operator (clock & watch) 6-72.248; Train Inspector (clock & watch) 4-72.206; (Movement Assembly Department)—Technical Report on Standardization

Report No.—TR-S-151

Pub Date Mar 59

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Skilled Occupations, Test Reliability, Test Validity, *Watchmakers

Identifiers—Clock and Watch Movement Assembly Department, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupa-

tions. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 416 TM 001 584

Barrel-Arbor Assembler (clock & watch) 6-72.134; Burrer (clock & watch) 6-72.274; Burrer, Machine (clock & watch) 6-72.275; Lancing Gager (clock & watch) 8-72.10; Main-Arbor-and-Hook Assembler (clock & watch) 8-72.10; Pinion Reamer (clock & watch) 8-72.10; Reamer (clock & watch) 6-78.210; Retaining-Spring Attacher (clock & watch) 8-72.10; Rocking-Bar Adjuster (clock & watch) 8-72.10; Staker (clock & watch) 6-72.111; Straightener (clock & watch) 6-72.246; Tray Leader (clock & watch) 8-72.10

Report No.—TR-S-152

Pub Date Mar 59

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Skilled Occupations, Test Reliability, Test Validity, *Watchmakers

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 417 TM 001 585

Loom Fixer (textile) 4-16.010—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-153

Pub Date Mar 59

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Repairmen, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Loom Fixer, Textiles

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and

Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 418 TM 001 586

Lineman, Repair (light, heat, & power) 821.381--

Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-154-R

Pub Date Jun 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores,

*Electrical Occupations, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Utilities

Identifiers—GATB, *General Aptitude Test Battery, Lineman

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 062 419 TM 001 587

Radio Receiver Assembler (Electronics 6-98.010--

Technical Report on Standardization of the

General Aptitude Test Battery.

Manpower Administration (DOL), Washington,

D.C. U.S. Training and Employment Service.

Report No.—TR-S-155

Pub Date Mar 59

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Radio Technology, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Radio Receiver Assembler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 420 TM 001 588
Medical Technologist (medical ser.) 0-50.01--
Technical Report on Standardization of the
General Aptitude Test Battery. Final Report.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.

Report No.—TR-S-156

Pub Date Apr 59

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores,
Evaluation Criteria, Job Applicants, *Job
Skills, *Medical Technologists, Norms, Occu-
pational Guidance, *Personnel Evaluation, Test
Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Bat-
tery

The United States Training and Employment
Service General Aptitude Test Battery (GATB),
first published in 1947, has been included in a
continuing program of research to validate the
tests against success in many different occupa-
tions. The GATB consists of 12 tests which mea-
sure nine aptitudes: General Learning Ability;
Verbal Aptitude; Numerical Aptitude; Spatial Ap-
titude; Form Perception; Clerical Perception;
Motor Coordination; Finger Dexterity; and
Manual Dexterity. The aptitude scores are stan-
dard scores with 100 as the average for the
general working population, and a standard
deviation of 20. Occupational norms are
established in terms of minimum qualifying scores
for each of the significant aptitude measures
which, when combined, predict job performance.
Cutting scores are set only for those aptitudes
which aid in predicting the performance of the
job duties of the experimental sample. The GATB
norms described are appropriate only for jobs
with content similar to that shown in the job
description presented in this report. A description
of the validation sample is also included. (AG)

ED 062 421 TM 001 589
Packaging-Machine Mechanic (drug. prep. & rel.
prod.) 920.280-Development of USTES Ap-
titude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.

Report No.—TR-S-157-R

Pub Date Jun 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores,
Evaluation Criteria, Job Applicants, *Job
Skills, *Machine Repairmen, Norms, Occu-
pational Guidance, *Personnel Evaluation, Test
Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Bat-
tery, Packaging Machine Mechanic

The United States Training and Employment
Service General Aptitude Test Battery (GATB),
first published in 1947, has been included in a
continuing program of research to validate the
tests against success in many different occupa-
tions. The GATB consists of 12 tests which mea-
sure nine aptitudes: General Learning Ability;
Verbal Aptitude; Numerical Aptitude; Spatial Ap-
titude; Form Perception; Clerical Perception;
Motor Coordination; Finger Dexterity; and
Manual Dexterity. The aptitude scores are stan-
dard scores with 100 as the average for the
general working population, and a standard
deviation of 20. Occupational norms are
established in terms of minimum qualifying scores
for each of the significant aptitude measures
which, when combined, predict job performance.
Cutting scores are set only for those aptitudes
which aid in predicting the performance of the
job duties of the experimental sample. The GATB
norms described are appropriate only for jobs
with content similar to that shown in the job
description presented in this report. A description
of the validation sample and a personnel evalua-
tion form are also included. (AG)

ED 062 422 TM 001 590
Manager, Industrial Organization 0-97.41--
Technical Report on the Standardization of the
General Aptitude Test Battery. Final Report.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.

Report No.—TR-S-158

Pub Date May 59

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores,
Evaluation Criteria, Job Applicants, *Job

Skills, *Managerial Occupations, Norms, Occu-
pational Guidance, *Personnel Evaluation, Test
Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Bat-
tery

The United States Training and Employment
Service General Aptitude Test Battery (GATB),
first published in 1947, has been included in a
continuing program of research to validate the
tests against success in many different occupa-
tions. The GATB consists of 12 tests which mea-
sure nine aptitudes: General Learning Ability;
Verbal Aptitude; Numerical Aptitude; Spatial Ap-
titude; Form Perception; Clerical Perception;
Motor Coordination; Finger Dexterity; and
Manual Dexterity. The aptitude scores are stan-
dard scores with 100 as the average for the
general working population, and a standard
deviation of 20. Occupational norms are
established in terms of minimum qualifying scores
for each of the significant aptitude measures
which, when combined, predict job performance.
Cutting scores are set only for those aptitudes
which aid in predicting the performance of the
job duties of the experimental sample. The GATB
norms described are appropriate only for jobs
with content similar to that shown in the job
description presented in this report. A description
of the validation sample is also included. (AG)

ED 062 423 TM 001 591
Fancy Stitcher (boot and shoe) 690.782; Top
Stitcher (boot and shoe) 690.782; Vamp
Stitcher (boot and shoe) 690.782-Technical Re-
port on Standardization of the General Aptitude
Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.

Report No.—TR-S-159

Pub Date Jul 59

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores,
Evaluation Criteria, Job Applicants, *Job
Skills, Norms, Occupational Guidance, *Per-
sonnel Evaluation, *Skilled Workers, Test Re-
liability, Test Validity

Identifiers—Fancy Stitcher, GATB, *General Ap-
titude Test Battery, Top Stitcher, Vamp
Stitcher

The United States Training and Employment
Service General Aptitude Test Battery (GATB),
first published in 1947, has been included in a
continuing program of research to validate the
tests against success in many different occupa-
tions. The GATB consists of 12 tests which mea-
sure nine aptitudes: General Learning Ability;
Verbal Aptitude; Numerical Aptitude; Spatial Ap-
titude; Form Perception; Clerical Perception;
Motor Coordination; Finger Dexterity; and
Manual Dexterity. The aptitude scores are stan-
dard scores with 100 as the average for the
general working population, and a standard
deviation of 20. Occupational norms are
established in terms of minimum qualifying scores
for each of the significant aptitude measures
which, when combined, predict job performance.
Cutting scores are set only for those aptitudes
which aid in predicting the performance of the
job duties of the experimental sample. The GATB
norms described are appropriate only for jobs
with content similar to that shown in the job
description presented in this report. A description
of the validation sample is also included. (AG)

ED 062 424 TM 001 592
Cable Maker (elec. equip.; electronics) 726.884--
Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.

Report No.—TR-S-160

Pub Date Feb 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores,
Evaluation Criteria, Job Applicants, *Job
Skills, Norms, Occupational Guidance, *Per-
sonnel Evaluation, *Skilled Occupations, Test
Reliability, Test Validity

Identifiers—Cable Makers, GATB, *General Ap-
titude Test Battery

The United States Training and Employment
Service General Aptitude Test Battery (GATB),
first published in 1947, has been included in a
continuing program of research to validate the
tests against success in many different occupa-
tions. The GATB consists of 12 tests which mea-

sure nine aptitudes: General Learning Ability;
Verbal Aptitude; Numerical Aptitude; Spatial Ap-
titude; Form Perception; Clerical Perception;
Motor Coordination; Finger Dexterity; and
Manual Dexterity. The aptitude scores are stan-
dard scores with 100 as the average for the
general working population, and a standard
deviation of 20. Occupational norms are
established in terms of minimum qualifying scores
for each of the significant aptitude measures
which, when combined, predict job performance.
Cutting scores are set only for those aptitudes
which aid in predicting the performance of the
job duties of the experimental sample. The GATB
norms described are appropriate only for jobs
with content similar to that shown in the job
description presented in this report. A description
of the validation sample is also included. (AG)

ED 062 425 TM 001 593
Mounter, Color Film (any ind.) 976.885-Techni-
cal Report on Standardization of the General
Aptitude Test Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.

Report No.—TR-S-161

Pub Date Sep 59

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Clerical Workers,
*Cutting Scores, Evaluation Criteria, Job Ap-
plicants, *Job Skills, Norms, Occupational
Guidance, *Personnel Evaluation, Test Re-
liability, Test Validity

Identifiers—Film Mounter, GATB, *General Ap-
titude Test Battery

The United States Training and Employment
Service General Aptitude Test Battery (GATB),
first published in 1947, has been included in a
continuing program of research to validate the
tests against success in many different occupa-
tions. The GATB consists of 12 tests which mea-
sure nine aptitudes: General Learning Ability;
Verbal Aptitude; Numerical Aptitude; Spatial Ap-
titude; Form Perception; Clerical Perception;
Motor Coordination; Finger Dexterity; and
Manual Dexterity. The aptitude scores are stan-
dard scores with 100 as the average for the
general working population, and a standard
deviation of 20. Occupational norms are
established in terms of minimum qualifying scores
for each of the significant aptitude measures
which, when combined, predict job performance.
Cutting scores are set only for those aptitudes
which aid in predicting the performance of the
job duties of the experimental sample. The GATB
norms described are appropriate only for jobs
with content similar to that shown in the job
description presented in this report. A description
of the validation sample is also included. (AG)

ED 062 426 TM 001 594
Mail Sorter (gov. ser.) 1-27.10-Technical Report
on Standardization of the General Aptitude Test
Battery.

Manpower Administration (DOL), Washington,
D.C. U.S. Training and Employment Service.

Report No.—TR-S-162

Pub Date Sep 59

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Clerical Workers,
*Cutting Scores, Evaluation Criteria, Job Ap-
plicants, *Job Skills, Norms, Occupational
Guidance, *Personnel Evaluation, Test Re-
liability, Test Validity

Identifiers—GATB, *General Aptitude Test Bat-
tery, Mail Sorters

The United States Training and Employment
Service General Aptitude Test Battery (GATB),
first published in 1947, has been included in a
continuing program of research to validate the
tests against success in many different occupa-
tions. The GATB consists of 12 tests which mea-
sure nine aptitudes: General Learning Ability;
Verbal Aptitude; Numerical Aptitude; Spatial Ap-
titude; Form Perception; Clerical Perception;
Motor Coordination; Finger Dexterity; and
Manual Dexterity. The aptitude scores are stan-
dard scores with 100 as the average for the
general working population, and a standard
deviation of 20. Occupational norms are
established in terms of minimum qualifying scores
for each of the significant aptitude measures
which, when combined, predict job performance.
Cutting scores are set only for those aptitudes
which aid in predicting the performance of the

job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 427 TM 001 595
Monotype-Key Board Operator (print. and pub.; type found.) 650.582-Technical Report on Development of USTES Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-163-R
Pub Date Jun 70
Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Clerical Workers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Monotype Keyboard Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 062 428 TM 001 596
Counter Girl 2-27.13; Counterman, Lunchroom or Coffee Shop (hotel and rest.) 2-27.13-Technical Report on Standardization of the General Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-164
Pub Date Jul 60
Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Service, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Counter Girl, Counterman, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 429 TM 001 597
Merchandise Packer (any ind.) 9-68.30-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-165
Pub Date Nov 59

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Workers

Identifiers—GATB, *General Aptitude Test Battery, Merchandise Packers

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 430 TM 001 598
Die-Casting-Machine Operator (nonfer. metal alloys & prod.) II 6-82.916-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-166

Pub Date Dec 59

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Workers

Identifiers—Die Casting Machine Operator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 431 TM 001 599
Parts Storekeeper (whole. tr.) 1-75.24-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-167

Pub Date Apr 60

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Nonprofessional Personnel, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Parts Storekeeper

The United States Training and Employment Service General Aptitude Test Battery (GATB),

first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 432 TM 001 600
Coil Assembler (elec. equip.; electronics) I 6-99.161-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-169

Pub Date Jan 60

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Skilled Workers, Test Reliability, Test Validity

Identifiers—Coil Assemblers, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 433 TM 001 601
Press Operator (glass mfg.) 4-65.415-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-170

Pub Date Jul 61

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Skilled Workers, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Press Operators

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores

for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 434 TM 001 602
Glazier (const) 865.781—Technical Report on Development of USTES Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-171R
Pub Date Jun 70
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Glaziers, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 062 435 TM 001 603
Folding-Machine Operator (print. & pub.) 4-49.051—Technical Report on Standardization of the General Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-172
Pub Date Jul 61
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Printing, Publishing Industry, Test Reliability, Test Validity

Identifiers—Folding Machine Operator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 436 TM 001 604
Electronics-Unit Assembler (electronics) 6-98.014 — Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-173

Pub Date Aug 60

Note—9p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, *Electronic Technicians, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Electronics Unit Assembler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 437 TM 001 605
Case Coverer (jewelry cases; leather prod.) 6-62.401; Liner (jewelry cases; leather prod.) 6-62.402—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-174

Pub Date Oct 61

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Hand Tools, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Case Coverer, GATB, *General Aptitude Test Battery, Jewelry Cases, Liner

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 438 TM 001 606
Case Worker (profess. & kin.) 0-27.20—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-175

Pub Date Oct 61

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Caseworkers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Professional Personnel, Social Work, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 439 TM 001 607
Stereotyper (print. & pub.) 975.782—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-176R

Pub Date Jun 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Printing, Publishing Industry, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Stereotyper

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 062 440 TM 001 608
Manufacturers' Service Representative (mach. mfg.; mach. tool & access.) 638.281; Millwright (any ind.) 638.281—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-177R

Pub Date Jun 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tools, Manufacturing Industry, Norms, Occupational Guidance, *Personnel Evaluation, *Service Occupations, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Manufacturers Service Representative, Millwright

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 062 441 TM 001 609
Glass Products Inspector 8-65.01-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No—TR-S-178
 Pub Date Jan 62
 Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Glass, Inspection, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Glass Products Inspector

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 442 TM 001 610
Waitress (hotel & rest.) 2-27.12-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No—TR-S-179
 Pub Date Aug 61
 Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Service Workers, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Waitress

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are stan-

dard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 443 TM 001 611
Key-Punch Operator (clerical) 1-25.62-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No—TR-S-180
 Pub Date Sep 62
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Clerical Workers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, Office Machines, Office Occupations, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Key Punch Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 444 TM 001 612
Order Filler (any ind.) 922.887 (9-88.40)-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No—TR-S-182
 Pub Date Mar 66
 Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Merchandising, Norms, Occupational Guidance, *Personnel Evaluation, *Retailing, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Order Filler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 445 TM 001 613
Service Engineer (Mech. Tools & Access.) 5-83.988-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No—TR-S-183
 Pub Date Sep 62
 Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Engineers, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Occupations, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Service Engineer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 446 TM 001 614
Bookkeeper (clerical) II 1-01.02-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No—TR-S-184
 Pub Date Oct 61
 Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Bookkeeping, Business Skills, Clerical Occupations, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 447 TM 001 615
Carpet Layer (ret. tr.) 7-59.220; Linoleum Layer (const.; ret. tr.) 5-32.732-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No—TR-S-185
 Pub Date Sep 62
 Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Flooring, *Floor Layers, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 062 448 TM 001 706
Candy Packer (confection) 8-05.21—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-193

Pub Date Sep 62

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Mass Production, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Candy Packer, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

UD

ED 062 449 UD 012 234

Stack, Carol B.
Black Kindreds: Parenthood and Personal Kinship Networks Among Blacks "On Aid."

Illinois Univ., Urbana.

Pub Date 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Community, Cultural Factors, Ethnology, Friendship, *Lower Class Parents, Parent Associations, *Parent Child Relationship, Parent Responsibility, *Parent Role, Poverty Research, *Social Environment, Social Relations, Social Welfare, Urban Environment, Welfare Problems

This study suggests that rural parenthood, i.e. socially recognized parenthood, is the basis of the creation of personal kinship networks, commonly

referred to as personal kindreds. From 1968 to 1970, field work was conducted among second generation welfare families in an urban black community in a midwestern city in the United States. The majority of the adult men and women involved in the study had been raised as children at a poverty level, as are their children. Domestic arrangements and strategies among the black poor there assure that children are cared for, and kin and friends in need will be helped. New alliances are formed daily between kin and friends who exchange and give and obligate one another. Cooperation among people is not limited to households or nuclear families. Men, women and children, kin, and friends participate in domestic networks, aligning themselves to provide the basic functions often attributed to nuclear family units. Participants in domestic networks are primarily drawn from personal kinship networks. From the individual's viewpoint, he is immersed in a domestic circle of a large number of kinfolk he can call upon for help. Friends pass in and out of his domestic network, just as he passes in and out of the domestic networks of his friends. (Author/JM)

ED 062 450 UD 012 245
Glick, Irvin David Meinke, Dean L.

Assessment of an Intervention Curriculum Unit in Intergroup Education.

Toledo Univ., Ohio.

Pub Date [Mar 72]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Curriculum Development, Curriculum Evaluation, Discussion (Teaching Technique), Educational Innovation, *Elementary School Students, Experimental Curriculum, Field Trips, Inner City, *Intergroup Education, Intergroup Relations, *Intervention, Race Relations, Racial Attitudes, Urban Schools

While materials for teaching for intergroup understandings in the form of books, curriculum guides, and articles are widely available for direct implementation into ongoing curricula, the actual development and implementation of this type of material into school programs has usually been reserved for specifically designated national dates. However, the authors of this paper were invited, in January 1971, to assist four sixth-grade teachers who wished to "teach something about other people to our children," although not committed to engaging in a research project designed to assess the effects of their instruction during the implementation of the unit. The entire sixth-grade class of 86 served as the experimental group and another school's entire sixth-grade class was secured as the control group. Both groups were given a pre- and post-test using the Paired Hands Test. The experimental "treatment" was sequenced into eight increasingly interactive steps: panel discussions, film-strip presentations, buzz sessions, open-ended stories, discrimination day, field trip to an all-white inner city school, field trip to an all-black inner city school, and a cooperative, three-school skating party and luncheon. (Authors/JM)

ED 062 451 UD 012 260

Bracy, Randolph, Jr.

Compensatory Educational Programs—Is There a Place in Higher Education?

Florida Univ., Gainesville.

Pub Date Feb 72

Note—16p.; Paper submitted to the First National Congress of Black Professionals in Higher Education, Univ. of Texas, Austin, Texas, April 5-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, College Admission, *College Curriculum, College Integration, *College Programs, College Students, *Compensatory Education Programs, *Curriculum Development, Disadvantaged Youth, Economically Disadvantaged, Educational Change, Educational Needs, Educational Opportunities, Higher Education, *Program Development

No program, regardless of its scope, is going to be a panacea in assessing and dealing with the needs of disadvantaged students. What has been done and what is being done in the field of compensatory higher education programs are only the beginning, but they are efforts in the right direction. Until American society recognizes the challenge to provide equal access for all segments of society to higher education, then all efforts in

this direction have to be characterized as token. This recognition is based upon the assumption that there must be a dynamic reordering and restructuring of national priorities. Special compensatory programs should be instituted in all institutions of higher learning. There should be a concerted effort by Presidents, Deans, Department Chairmen, and Instructors to exhibit a willingness to create a conducive learning and living atmosphere for disadvantaged students. Consideration of curriculum changes and modifications are essential and must be instituted to assist disadvantaged students. Consideration within the traditional curriculum to lighter academic loads for disadvantaged students is advisable, so as to allow the disadvantaged student time to complete a four year degree in five or six years. [This document has been reproduced from the best available copy.] (Author/JM)

ED 062 452 UD 012 261

Sloane, Martin E.

The Federal Civil Rights Enforcement Effort: A Report of the United States Commission on Civil Rights. Seven Months Later, May 1971; One Year Later, November 1971.

Commission on Civil Rights, Washington, D.C.

Pub Date 71

Note—313p.

Available from—Supt. of Documents, Govt.

Printing Office, Washington, D. C. 20402 (\$0.70; \$1.75)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Administrative Policy, *Administrative Problems, *Civil Rights, Educational Opportunities, Employment Opportunities, Equal Facilities, Equal Protection, *Federal Government, Federal Laws, Federal Programs, *Law Enforcement, Policy Formation, School Integration, Voting Rights

Identifiers—Civil Rights Act of 1964

In October 1970, the Commission on Civil Rights published a large-scale study of "The Federal Civil Rights Enforcement Effort." Based on an evaluation of more than 40 departments and agencies with significant civil rights responsibilities, the Commission found that enforcement was characterized largely by inaction, lack of coordination, and indifference. In May 1970, the Commission issued a follow-up report to determine what progress, if any, had been made in the seven months since its October 1970 study. The basic conclusion was that some advances had been made, in terms of tentative first steps, combined with promises to do better in the future. The Federal civil rights enforcement effort is held difficult to evaluate as of November 1971. When compared to the situation that existed a year ago, the structure of the Government's effort has been improved in a number of important respects. But judged by the more objective standard of civil rights performance, the Federal Government continues to get low marks. Wide disparities exist in the performance of the many departments and agencies with civil rights responsibilities. Some are taking actions necessary to perform effectively. Others still barely recognize that they have any responsibility at all. (Author/JM)

ED 062 453 UD 012 262

Wright, Nathan, Jr.

Serving Black Students—for What?

Pub Date [71]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, *College Admission, College Students, *Compensatory Education Programs, *Educational Needs, Educational Opportunities, Higher Education, Inner City, Low Achievers, *Negro Students, Program Development, *Role Theory, Student College Relationship, Urban Education

The Educational Opportunity programs funded by the Federal and State Governments in response to widespread urban disorder reveal one clear element of built-in self-defeat. Educational programs were created or updated to deal with what whites believed to be the "authentic but forgotten blacks" whom educated blacks and black leadership had supposedly spurned and for whom the White Establishment had previously shown no care. These new black students came into largely alien environments with few role models of their own from whom strategies for survival could be learned. Blacks need not equal opportunity but equitable opportunity: Hundreds of thousands of blacks between the ages of 35 to 50, and even

older, find themselves limited in the utilization of their talents in the quality of employment available simply because they do not have college degrees or credits. The younger, "low-achieving" blacks who were brought into higher education could have fared much better if they had had the encouragement, companionship, wisdom, and added collective strength as would be afforded by the presence of older blacks with them as peers and colleagues. This should be the goal of such programs when reorganized, now and for the future. (Author/JM)

ED 062 454 UD 012 264

Green, Robert L.

Urban America and Crucial Issues Facing Higher Education.

Pub Date Apr 72

Note—41p.; Paper presented at the First National Congress of Black Professionals in Higher Education, Univ. of Texas, Austin, Texas, April 5-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Problems, College Administration, *College Admission, College Integration, *College Programs, College Role, Community Services, Higher Education, Policy Formation, *Poverty Programs, *Poverty Research, Relevance (Education), Social Change, Urban Education, Urban Environment
Today's university is an active, political force within our society which must actively commit its resources to the eradication of urban problems such as racism, poverty, health care, infant mortality, drug abuse, inferior housing, unemployment, education, transportation, and so on. First and foremost, the "white mask" of the university must be removed. Large numbers of blacks, Chicanos, Puerto Ricans, Indians, and poor whites must be recruited and admitted to the university. Once there, these students must be exposed to a "new morality" of the university that is aimed at the urban areas of our country and committed to changing social and urban policy. Urban programs must assume the authority of training students and granting degrees in urban development and social change. The leadership for the urban commitment of the university must come from top university administrators. Within this context, action or service is not incongruent with scholarly, academic efforts and research. Urban colleges and universities must aim to provide a scholarly action for the community based on hard data. This philosophy is not a foreign concept to many universities which began as land-grant colleges and universities, which traditionally serve the society of which they are a part. (Author/JM)

ED 062 455 UD 012 265

Davenport, Lawrence F.

Mandamus for Change in Student Services.

Pub Date 5 Apr 72

Note—12p.; Paper presented at the First National Congress of Black Professionals in Higher Education, Univ. of Texas, Austin, Texas, April 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Programs, College Students, *Compensatory Education Programs, Educational Needs, Higher Education, Negro Education, Negro Students, Negro Teachers, *Program Development, *Student Personnel Programs, Student Personnel Services, Student Personnel Workers, Tutoring
Identifiers—*Challenge Program

All institutions which enroll minority students must implement a strong supportive services program to assist these students. As we all know, many institutions profess to offer programs of this type. However, if we look beneath the slogans and the back-patting, we often find that students entering college with low Grade Point Averages and poor academic skills are not being given the kind of help needed to enable them to successfully compete in the university. The Challenge Program, sponsored by the University of Michigan-Flint, in conjunction with the C. S. Mott Foundation, could serve as a model, and as proof of what supportive services can do. Their supportive services program is designed for freshman and sophomore students at the University who do not meet the standards for regular university admittance. The Challenge student differs from a regular student in that he received more intensive followup, counseling, tutoring, and other supportive services during his freshman and

sophomore years at the University. Since 1969, 113 students have been serviced through this program. The Challenge model is at present largely academically oriented. The service which this paper envisions must be able to lead the student to a pragmatic conclusion in his search for a career. (Author/JM)

ED 062 456

UD 012 273

Passow, A. Harry

Social Deprivation and Change in Education: American Action and Reaction.

Pub Date [Apr 72]

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, Cultural Disadvantage, Economic Disadvantage, *Educational Change, Educational Disadvantage, Educational Opportunities, *Educational Policy, Educational Theories, *Federal Legislation, Intervention, Policy Formation, *Program Development, School Integration, *Social Disadvantage, Student Teacher Relationship

It is not easy to describe American efforts during the past dozen or so years aimed at improving the quality of education for all, with particular attention to those termed "the disadvantaged." The difficulties stem from the diversity of activities and programs, the ebb and flow of various efforts, the responses and resistances to legislative and judicial actions, the thrust of research and development programs, and the intricate interrelationships of political and societal forces affecting education. Several approaches might be taken in describing and analyzing the American experience. One might focus on the major pieces of legislation enacted since the Kennedy era. Another focus might be on a number of reports and studies produced in recent years which studied conditions and recommended policies affecting educational programs and school organization. A third focus might be on the hypotheses or theoretical bases or explanations—implicit or explicit—which have been advanced to account for the problems of the disadvantaged and which underlie various strategies for intervention in the home, school, and community. Yet another focus might be on the patterns of programs and projects aimed at improving educational opportunities and performance of the disadvantaged. (Author/JM)

ED 062 457

UD 012 274

Perspectives on Busing. Inequality in Education, Number Eleven, March 1972.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Div. of Civil Rights.

Pub Date Mar 72

Note—56p.

Available from—Harvard Center for Law and Education, 38 Kirkland Street, Cambridge, Mass. 02138 (Free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bus Transportation, Defacto Segregation, Dejure Segregation, Educational Opportunities, Equal Education, Integration Effects, Integration Litigation, *Integration Methods, Integration Plans, Parent Attitudes, *Parent Reaction, Racial Balance, School Districts, *School Integration, *Student Transportation

Contents of this issue of "Inequality in Education" include: (1) "Busing is not the issue," Reubin Askew, Governor of Florida; (2) "Pupil transportation: a brief history," Paul V. Smith; (3) "White parents' fears," Patricia Derian, which discusses the desegregation of the schools in Jackson, Mississippi in the late 1960's from the point of view of a white doctor's wife and the mother of three children; (4) "Black parents' hopes," Roger Wilkins, in which the former Director of the Justice Department Community Relations Service and the black father of two children discusses his own educational experience and his decision to have his children bused to an integrated school; (5) "Does busing harm children?" Robert Coles; (6) "Race and learning: a perspective on the research," Patricia Lines, portions of which are adapted from work done for the Report on the Massachusetts Racial Imbalance Act under a contract between the Harvard Center for Law and Education and the Massachusetts Department of Education; (7) "Integration: a no win policy for blacks?" Derrick

Bell, Jr.; (8) "Metropolitan-wide desegregation," William Taylor; and, (9) "Pending Northern desegregation cases," Robert Pressman. (JM)

ED 062 458

UD 012 275

Barry, Mary Myles

Education for Einstein's World.

Council for American Unity, New York, N.Y.

Pub Date 72

Note—70p.

Available from—Council for American Unity, 101 Fifth Avenue, New York, N.Y. 10011 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Design, *Comprehensive Districts, *Comprehensive Programs, *Educational Change, Educational Diagnosis, Educational Innovation, *Educational Philosophy, *Educational Planning, Individual Development, Intelligence, Program Development, School Integration, School Organization, Teacher Attitudes

Identifiers—Mississippi

Einstein, translated into a philosophy of education, views the factors governing man's qualities—his genes, his parents, his neighborhood, his church, his country, his world—as relative forces in his development, susceptible to infinite growth, and depending upon various combinations of experience. These experiences, in turn, depend upon nature of the social structures within which he lives—upon the quality of his neighborhood, his school system, his church, and his government. Recognition of the differences among these life styles determines the quality of educational planning, of testing programs and student assessment, of teacher attitudes, of curriculum subject matter, of classroom structures and student groupings, and of educational life in the community, as well as in the self-contained classroom. What follows in this book is an attempt to describe such educational processes as comprehensive planning, student assessment, school and classroom structures, and teacher attitudes, in the light of this rationale, as such innovations have been noted across the country by one observer during the years since the enactment of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act of 1965. (Author/JM)

ED 062 459

UD 012 288

Technical Reports: Evaluation Reports, ESEA Title I, 1970-1971.

Los Angeles Unified School District, Calif.

Pub Date 71

Note—256p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, Compensatory Education, *Compensatory Education Programs, Cultural Enrichment, Culturally Disadvantaged, Educational Disadvantage, Educational Legislation, Educationally Disadvantaged, Educational Programs, *Elementary School Students, Language Ability, *Language Development, Language Instruction, Mathematics Instruction, *Reading Achievement, Reading Development, Reading Instruction, Reading Level, Reading Skills, *Secondary School Students

Identifiers—Elementary and Secondary Education Act Title I

The activities evaluated in this report were in progress during school year 1970-71, the second of a three-year cycle for ESEA Title I programs in Los Angeles City Schools. The components consisted of instruction (reading, language, and arithmetic), auxiliary services, intergroup relations, parent involvement, and staff development. The performances of both public and nonpublic school pupils were measured, with all pupils meeting or exceeding the Title I objective in reading, and, with the exception of grade 7, all exceeding the objective in arithmetic. Uncertainties of District reorganization affected some auxiliary services, but counseling, pupil services and attendance, and health services continued for all elementary schools in the program and for Student Achievement Center students in the secondary schools. Parent involvement and activities in intergroup relations and staff development had their supportive effects throughout the grades. Appendices contain lists of standardized tests and nonstandardized instruments, as well as a glossary of terminology and personnel titles used in this study. (Author/SB)

ED 062 460

UD 012 297

Sedlacek, William E. Brooks, Glenwood C., Jr.
Differences in Racial Attitudes of White Males and Females.

Maryland Univ., College Park. Cultural Study Center.

Report No.—RR-2-72

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, Bias, *Caucasian Students, *College Students, Race Relations, *Racial Attitudes, Racial Discrimination, Racism, *Sex Differences, Situational Tests, Social Attitudes, *Southern Attitudes, Southern Schools

Identifiers—Maryland, Situational Attitude Scale

The attitudes of 1114 white university students toward blacks were compared by sex, using the Situational Attitude Scale (SAS). The SAS contains 10 personal or social situations where race might be a variable in reacting to the situations. For each situation, ten bipolar Semantic Differential scales were written. The SAS was administered anonymously to University of Maryland students in classrooms or attending freshman orientation programs. Students were asked to indicate sex, class, and college of enrollment. Results of analyses of variance indicated that whites generally respond negatively to blacks in most situations except those removed from close personal contact. White females tend to react negatively to situations where potential fear of physical harm or sexual contact is involved, and particularly negatively to blacks in the rape situation. The positivity or negativity of the items was based on previously reported factor analyses and correlations. The results of this study strongly support the independence of the situations in regard to race and sex. The answer to the question "What are the attitudes of whites toward blacks?" seems to depend greatly on the context in which the question is asked and to some extent on the sex of the respondent. (Authors/JM)

ED 062 461

UD 012 299

Mercer, Jane R.

The Origins and Development of the Pluralistic Assessment Project.

California State Dept. of Mental Hygiene, Sacramento. Bureau of Research.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jan 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Pluralism, Demography, *Educational Diagnosis, Ethnic Groups, *Intelligence Tests, *Mental Retardation, *Minority Groups, Negroes, *Norms, Program Development, Test Bias, Test Interpretation

Identifiers—California, Wechsler Intelligence Scale for Children

The Pluralistic Assessment Project, which has been funded for three years by the National Institute of Mental Health, was developed in response to the results of earlier studies on the epidemiology of mental retardation. During 1963 and 1964, data were gathered for a comprehensive epidemiology of mental retardation in the City of Riverside, California. It was found that the criteria for classification of persons as mentally retarded varied as a function of sociocultural group. Two follow-up studies involved a clinical epidemiology on 3000 households and a survey of 241 agencies, as to the classification procedures used to classify persons as mentally retarded. The present project will produce an Adaptive Behavior Inventory for Children standardized on representative samples of Anglo, Mexican-American, and black public school children, five through 11 years of age, which can be used to assess a child's performance in non-academic roles using socioculturally relevant norms. The project will produce socioculturally relevant norms on the 1973 edition of the Wechsler Intelligence Scale for Children for use with Anglo, Mexican-American, and black children. The project will also produce a Health History and Impairment Inventory standardized on a representative sample of Anglo, Mexican-American, and black children. (Author/JM)

ED 062 462

UD 012 300

Mercer, Jane R.

Sociocultural Factors in the Educational Evaluation of Black and Chicano Children.

California State Dept. of Mental Hygiene, Sacramento. Bureau of Research.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Feb 72

Note—16p.; Paper presented at the Tenth Annual Conference on Civil Rights Educators and Students, NEA, Washington, D. C., February 18-20, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Diagnosis, Individualized Instruction, *Intelligence Tests, *Mental Retardation, Mexican Americans, *Minority Groups, Negro Students, Psychological Testing, Public Schools, School Psychologists, Sociocultural Patterns, *Special Education, Test Bias, Test Interpretation

Identifiers—California

In a recent study, the mothers of 268 children who were in classes for educable mentally retarded in two public school districts in Southern California were interviewed. The responses of some of these mothers dramatize three issues: (1) biases in the assessment procedures used to label children as mentally retarded; (2) the stigmatization associated with special class placement; and, (3) inadequate programming. Disproportionately large numbers of black and Chicano children are labeled as mentally retarded by the public schools. Public schools rely more on IQ test scores than any other community agency. The schools label more persons as mentally retarded, share their labels with more other organizations, and label more persons with IQ's above 70 and with no physical disabilities than any other formal organization in the community. Proportionately more low status persons and persons from minority ethnic groups were defined as comprehensively retarded as the cutoff level for subnormality was raised. Stigmatization was a major concern of parents interviewed. Of a group of 108 children followed for several years and classified as retarded, only one in five ever returned to the regular class. Thus, many parents were justified in seeing the program as a "sentence of death." (Author/JM)

ED 062 463

UD 012 322

Rychlak, Joseph F.

Emotional Factors in the Learning and Non-specific Transfer of White and Black Students.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-1-E-077

Pub Date Jan 71

Grant—OEG-5-71-0039(509)

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, Cognitive Development, Cognitive Tests, *College Students, *Emotional Response, *Learning Characteristics, Learning Motivation, Learning Processes, Learning Theories, Negro Students, Paired Associate Learning, Performance Factors, *Racial Differences, *Transfer of Training, Verbal Learning

This research contrasts the learning effects of an affective dimension of meaningfulness with the word-quality of consonant-vowel-consonant trigrams. Subject rated trigrams for both "association value"—having word-quality versus lacking word-quality—and "reinforcement value"—liking versus disliking the trigram regardless of word quality. Paired associates lists were then constructed in which association value and reinforcement value were counterbalanced. Subjects learned two different lists. Experiment I established that the order of positive transfer across lists (best to poorest improvement) was as follows: dislike to liked, like to liked, disliked to disliked, and liked to disliked. Association value meaningfulness failed to produce interlist effects. Experiment II found that the left-hand member of a paired-associate contributed more to non-specific transfer than the right-hand member. Experiment III found that the learning style of whites is relatively more along an association value than a response value dimension, whereas blacks reflected the opposite tendency. It was

concluded that (1) affective factors play a greater role than hitherto acknowledged in theories of human verbal learning and (2) blacks may be socio-culturally different in style of learning than whites, thereby contributing to much of the confusion regarding relative capacity between races. (Author/JM)

ED 062 464

UD 012 323

Politzer, Robert L. Hoover, Mary R.

The Development of Awareness of the Black Standard/Black Nonstandard Dialect Contrast Among Primary School Children: A Pilot Study. Research and Development Memorandum Number 83.

Stanford Univ., Calif. School of Education.; Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0252

Pub Date Feb 72

Contract—OEC-6-10-078(Component 3A)

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Discrimination, Caucasian Students, *Elementary School Students, Grammar, *Language Styles, Language Tests, Linguistic Performance, *Negro Dialects, Negro Students, Phonology, *Racial Differences, Reading Achievement, Sociolinguistics, Standard Spoken Usage

Identifiers—California

This experiment deals with a test of auditory discrimination between standard Black English and nonstandard Black English. The test consists of two sections, one emphasizing phonological variables and the other emphasizing grammatical variables. It was administered to 83 black and 71 white children who were second, fourth, and sixth graders in schools attended primarily by children from lower to lower middle class socioeconomic backgrounds. The analysis of variance of the test results showed that: (a) test scores increased with maturation; (b) girls performed generally better than boys; and, (c) black children performed better than white children. For black children, achievement on the tests correlated significantly with scores on standardized reading achievement tests at all grade levels. For white children, the correlations were significant only at the sixth-grade level. The results of the experiment indicate that the awareness of the standard/nonstandard difference is more highly developed in black children than in white children—perhaps as a result of training, perhaps as a result of greater exposure to both standard and nonstandard black speech. They also suggest that for black children recognition of the difference is related to reading achievement in standard language from the beginning of their school career. (Author/JM)

ED 062 465

UD 012 324

Cole, Michael And Others

The Cultural Context of Learning and Thinking: An Exploration in Experimental Anthropology.

Pub Date 71

Note—298p.

Available from—Basic Books, Inc., 404 Park Ave. South, New York, N. Y. 10003 (\$10.00)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, Associative Learning, Cognitive Development, *Cognitive Processes, *Cognitive Tests, *Culture, Intelligence Tests, Language Development, *Learning, Learning Processes, Linguistic Competence, Memory, Nonverbal Learning, *Psycholinguistics, Racial Differences, Sociolinguistics, Symbolic Learning, Thought Processes, Transfer of Training, Verbal Learning

After intensively studying for several years the thinking processes of members of a tribal group in Western Africa, the Kpelle, the authors examine the relation between culture and cognitive development. The following issues are discussed: (1) an analysis of the terms "culture" and "cognition"; (2) an ethnographic description of the Kpelle culture, with particular attention to the role of classification in the three major classes of learning phenomena: the role of classification in memory and learning, the process by which attributes are combined to form concepts, and the way in which various problems are solved; (3) classification in learning, with special attention to the way in which material is organized by the learner and the teachers; (4) the influence of so-

cial factors on concept formation; (5) an analysis of stimulus specific versus generalized learning; (6) an examination of tasks that vary in complexity and in the importance of verbal formulations for their solution; and, (7) implications of these findings both for future research and for immediate application, particularly the problems posed by the educational performance of America's minority groups. Appendices contain methodological procedures employed as well as a more detailed presentation of the information gathered for this study. (Author/SB)

ED 062 466 UD 012 325

Brooks, Glenwood C., Jr. And Others
A Cross-Cultural Comparison of Danish and U. S. Racial Attitudes.

Maryland Univ., College Park. Cultural Study Center.

Report No.—RR-10-71

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, Comparative Analysis, *Cross Cultural Studies, Cultural Differences, Cultural Images, Culture Contact, *Culture Free Tests, Ethnic Groups, *Ethnic Stereotypes, Group Unity, Interpersonal Relationship, Race, Race Relations, *Racial Attitudes, *Racial Discrimination, Social Attitudes, Sociocultural Patterns

Whether there are real differences between attitudes of Danes and Americans toward outgroups or whether publicity and public relations have created the stereotype of each country has not been shown. An outgroup is referred to as a group receiving prejudice and discrimination. If there are basic differences in attitudes toward outgroups in Denmark and the U. S., the nature of these differences may help to understand just how general the concept of attitudes toward outgroups really is. The purpose of this study was to compare Danish and U. S. attitudes toward outgroups in a controlled study. The results of the study, using analysis of variance, indicated that white subjects, whether Danes or Americans, generally hold negative attitudes toward culturally relevant outgroup, but Danes did not feel quite as negative toward Mediterraneans as Americans did toward blacks. The results support the generalizability of the concept of the culturally relevant outgroup. (Author)

ED 062 467 UD 012 326

Reyes, Ramiro D. Gezi, Kal

Parent and Community Participation in Compensatory Education Through District Advisory Committees in California. A Progress Report.

California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, *Community Involvement, *Compensatory Education Programs, *Parent Participation, Parent School Relationship, Participant Characteristics, Program Administration, Program Evaluation, School Community Relationship, School Districts, Spanish Speaking, State Surveys

Identifiers—*California, Elementary Secondary Education Act Title I, ESEA Title I

This publication is the report of an attempt by the Division of Compensatory Education to evaluate the effectiveness of parent advisory committees as they operate in relation to the Elementary and Secondary Education Act Title I programs in California Schools. The sample for this study was randomly selected. It consisted of 186 advisory committees that represented ESEA Title I projects in 234 school districts. These districts were located in 43 of the 58 counties in California. On the basis of two mailings of requests of the districts for the names and addresses of the members of their district advisory committees, 3,690 questionnaires were mailed with a cover letter to the advisory committee members, including 305 ESEA Title project coordinators and school district superintendents. A total of 1,620 questionnaires were returned. Another sample used in the study consisted of all of the 50 consultants in the Division of Compensatory Education. Each was asked to respond to a modified version of the questionnaire, and 25 consultants responded by completing and returning the questionnaire. (Author/JM)

ED 062 468 UD 012 327

Reyes, Ramiro D. And Others

Handbook for California School District Advisory Committees; Elementary and Secondary Education Act of 1965, Title I.

California State Dept. of Education, Sacramento.

Office of Compensatory Education.

Pub Date 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, *Community Involvement, *Compensatory Education Programs, Federal Programs, Manuals, *Parent Participation, Parent School Relationship, Program Administration, Program Evaluation, Program Guides, School Community Relationship, *School Districts

Identifiers—California, Elementary Secondary Education Act Title I, ESEA Title I

This publication, which was funded under provisions of Title I of the Elementary and Secondary Education Act, is a handbook designed for use by parents and other members of school district advisory committees and target school parent advisory groups. It provides the information needed by parents to become active, effective committee members who will be able to work with school and school district personnel to advise them on planning, operating, and evaluating Title I programs. The main section of the handbook provides information about the two types of committees on which a parent might serve: it specifies the composition, role, and operation of each committee, as well as the types of training which might be most helpful to the parent. Definitions of some of the terms which are commonly used in references to, or discussions of Title I projects, and a summary of the most important requirements for Title I programs are in the appendixes. Included also are sample bylaws to serve as guides in setting up or reorganizing committees, and selected references. (Author/JM)

ED 062 469 UD 012 328

Dunfee, Maxine

Ethnic Modification of the Curriculum.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 70

Note—52p.; Report of a conference on Ethnic Modification of the Curriculum, St. Louis, Mo., November 20-22, 1969

Available from—Assoc. for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (611-17832; \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—African American Studies, American Indians, Bilingualism, Compensatory Education, *Conference Reports, Cultural Education, *Curriculum Development, Educational Philosophy, *Ethnic Studies, Language Instruction, Negro Education, *Relevance (Education), *Teacher Education, Urban Education, Urban Studies

This publication reports the proceedings of the Invitational Conference on Ethnic Modification of the Curriculum—later revised by the participants to be known as the Invitational Convention on Curriculum Modifications for Ethnic Emphases—convened in St. Louis, Missouri on November 20, 1969. The purpose of the invitational conference was to call together a small group of people to explore the question of what modifications of the curriculum can be made to better serve the educational needs of children and youth from various ethnic groups. Those invited included generalists from the curriculum field and those with experience in ethnic modifications. The conference included four sessions. The first session was an orientation to the Association for Supervision and Curriculum Development and its relation to the purposes of the conference, followed by a general discussion to sharpen the issues and prepare for the later seminar. The second and third sessions included talks given by participants already actively involved in efforts to modify the curriculum to get at distinctive needs of various ethnic groups. The fourth session began with discussion of the differences in rationale in the approaches to curriculum modification. Participants with curriculum responsibility were then invited to present a short oral statement on the kind of questions that

should be posed to persons called upon to exert leadership in this area. (Author/JM)

ED 062 470 UD 012 329

Leeper, Robert R., Ed.

Dare to Care/Dare to Act: Racism and Education. Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 71

Note—58p.; Addresses and statements made at the 26th Annual ASCD Conference, St. Louis, Mo., March 6-10, 1971

Available from—Assoc. for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N. W., Washington, D.C. 20036 (611-17850; \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrator Attitudes, Communication Problems, Conference Reports, *Curriculum Development, *Educational Change, Educational Policy, Ethnic Studies, Learning Processes, Policy Formation, Racial Attitudes, *Racism, Relevance (Education), Role Perception, *Teacher Attitudes

This booklet presents the text of the addresses by three speakers at the Annual Conference of the Association for Supervision and Curriculum Development, March 6-10, 1971, in St. Louis, Missouri. The first address, "Dare to Care/Dare to Act" by Price M. Cobbs, M.D., deals with the symptoms, the violence, and the infectious nature of racism. He emphasizes the essential role played by blacks in the development of modern America, and the necessity for American education to make the changes necessary to cope with the racism prevalent in American society. The second address, "A place to come from," by Uvaldo Palomares proposes a system of communication which he believes extremely effective in bringing people of divergent viewpoints together, so that they at least understand each other and are communicating. Jerome S. Bruner's address, "The process of education reconsidered," discusses the context in which the book was written in 1960, and developments since then. The fourth address, "And they of the middle years," by Fred T. Williams, discusses the most urgent national priorities for action, as seen by its author. John D. Greene reviews his observations and thoughts on the conference in his address, "Impressions." Finally, Alvin D. Loving, Sr. discusses "The Concept of Avoidance" as applied to events concerning the conference speakers. (JM)

ED 062 471 UD 012 330

Selected Court Decisions Relating to Equal Educational Opportunity.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Mar 72

Note—657p.; Committee Print, Senate Select Committee on Equal Educational Opportunity.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Civil Rights, *Civil Rights Legislation, Classroom Integration, Compensatory Education, Educational Discrimination, *Educational Finance, *Equal Education, Housing Discrimination, Minority Group Children, Minority Groups, Nondiscriminatory Education, Racial Integration, Racial Segregation, *School Integration, *School Segregation, Social Integration, Universal Education

Contents of these hearings include: (1) U.S. Supreme Court School Desegregation Cases; (2) School Desegregation Cases with Metropolitan Implications; (3) Other School Desegregation Cases; (4) State Desegregation Law Cases; (5) School Finance Cases; and, (6) Equal Opportunity in Housing Cases. (SB)

ED 062 472 UD 012 331

Tomas, Silvano M., Ed. Engel, Madeline H., Ed. The Italian Experience in the United States.

Center for Migration Studies, Inc., Staten Island, N.Y.

Pub Date Jan 70

Note—246p.

Available from—Center for Migration Studies, 209 Flagg Place, Staten Island, N. Y. 10304 (\$9.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, Cultural Pluralism, Culture, Ethnic Grouping, Ethnic Groups, Ethnic Origins, Ethnic Relations, Ethnic Status, Ethnic Stereotypes, *Ethnic Studies, Ethnology, Group Relations, Group Unity, *Italian Americans, Migration, Minority Groups, Social Integration, *Socialization, *Social Relations, Social Structure

Questions of group identity, power, and organization are being increasingly recognized as crucial for an understanding of the American scene. Very little attention has been given to Italo-Americans in social science literature, perhaps because of cultural and linguistic barriers to research on their adjustment in this society. Four main sections of this book deal with: (1) facts and figures about Italian migration to the United States; (2) the overall impact of the Italian and American society on each other; (3) selected illustrations of the ways in which Italians related to American mores in economic, educational, political, and religious institutions; and, (4) an analysis of return migration to Italy, focusing on its causes and effects, both for migrants and for Italian society. Each section includes a selected bibliography, prepared by the respective authors, on the number of topics connected with the feelings and actions of Italo-Americans as they assimilated to a new way of life. (Editors/SB)

ED 062 473

UD 012 333

Zirkel, Perry Alan
Puerto Rican Parents and Mainland Schools,
Hartford, Connecticut.
Hartford Model Cities, Conn.
Pub Date Nov 71

Note—98p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Cultural Factors, Curriculum Development, Educational Accountability, *Educational Opportunities, *Family School Relationship, Field Interviews, Parent Attitudes, *Parent Participation, *Puerto Ricans, School Community Relationship, Spanish Speaking, *Summer Institutes, Teacher Education, Urban Schools

This study constitutes the promised product of an institute on "Puerto Rican Pupils in Mainland Schools," sponsored by the Educational Leadership Institute and the University of Hartford during the Summer of 1971. The stated purposes of the Institute were: (1) to stimulate communications and understanding between school and community representatives toward the improvement of the educational opportunities of Puerto Rican pupils in mainland schools; (2) to develop a data base concerning cultural and linguistic factors in the home environment that may be significant toward that end; and, (3) to examine and interpret such data in terms of present and potential school programs and practices. The Institute focused on facilitating the relationship between the home and school environment of Puerto Rican pupils in Hartford as a possible model for other mainland school systems. The formal program of the Institute was concentrated in the week of June 28 - July 2. The morning sessions provided the opportunity to interact with several resource people in small group discussions. The afternoon sessions were devoted to conducting structured interviews in the homes of a cross-section of Puerto Rican families who had children in the Hartford schools. The duration of the summer was used for further research and the final writing of independent individual reports, each culminating in recommendations for improving the educational opportunities of these children in the Hartford schools. (Author/JM)

ED 062 474

UD 012 334

Roper, Susan Staver
The Effect of Race on Assertive Behavior in Small Groups.
Pub Date Apr 72

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, *Experimental Groups, *Group Behavior, Group Dynamics, Group Norms, Group Relations, *Group Status, Group Structure, Individual Power, Interaction Process Analysis, *Junior High School Students, Negro Students, Peer Relationship, *Racial Differences, Secondary School Students

In order to understand the adjustment of blacks in an integrated situation, it is vital to study the

response of the whites to the blacks in those situations. This study is an analysis of data collected in the summer of 1970. The area of inquiry is the subjective one of emotional climate, feelings of affect, evaluations, and socio-emotional behavior in an integrated setting. The study investigated the behavior and attitudes of black and white junior high school boys in small, "task-oriented" groups. The focus is on the assertive member in each group. The most assertive group member is defined as position number one on initiation and/or influence in his group. The investigation was to answer two broad questions: (1) Are there any differences between the way black and white subjects feel and behave toward assertive members who are black and toward assertive members who are white in these groups? and (2) Is the nature of assertive behavior different for black and white subjects? The practical importance of studying assertive behavior and responses to it lies in the necessity of school personnel to plan for possible differences in behavior in integrated classrooms. The data analyzed in the study was collected by Elizabeth Cohen in her Expectation Training II project. The major purpose of her study was to change the racial status in small, "task-oriented" groups composed of two white and two black junior high school boys. (Author/JM)

ED 062 475

UD 012 341

Menges, Constantine And Others
The Effectiveness of Compensatory Education:
Summary and Review of the Evidence.
Office of Program Planning and Evaluation (D-HEW/OE), Washington, D.C.

Pub Date 20 Apr 72
Note—195p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Academic Performance, Achievement Rating, Bus Transportation, Civil Rights, *Compensatory Education, Cultural Enrichment, *Educationally Disadvantaged, Equal Education, Equalization Aid, Learning Difficulties, *Learning Motivation, Learning Readiness, Nondiscriminatory Education, School Readiness Tests, School Segregation, Social Integration, Underachievers, Universal Education

Concerning The Equal Educational Opportunities Act of 1972, there is new Federal emphasis on compensatory education to help disadvantaged children. This report takes the position that compensatory education can be made to work, and that the application of concentrated compensatory resources (usually at higher dollar costs) in basic learning programs enhances the probability of success in compensatory education. To substantiate this claim, this report investigates whether one may conclude from existing compensatory education programs that reasonable numbers of disadvantaged children in these programs have learned more effectively. To this end, compensatory education programs in various States across the country are evaluated in light of State reports and large scale evaluations of several cities. The programs are evaluated in terms of educational resources, achievement gains, program strategy implications. ["The urgent need for experimentation," by John P. Gilbert and Frederick Mosteller," reprinted from "On equality of educational opportunity," edited by Daniel P. Moynihan and Frederick Mosteller, and comprising "Appendix U of this document," has been deleted from this document.] (Authors/SB)

ED 062 476

UD 012 354

Lebra, Takie Sugiyama
Acculturation Dilemma: The Function of Japanese Moral Values for Americanization. CAE Newsletter, Volume 3, Number 1.
Council on Anthropology and Education,
Washington, D.C.

Pub Date Feb 72
Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, Anthropology, Biculturalism, Cultural Factors, Cultural Pluralism, Culture Conflict, *Ethical Instruction, Ethnic Studies, *Field Interviews, Identification (Psychological), Japanese American Culture, *Japanese Americans, Moral Values, Socialization

Identifiers—*Hawaii

The recent anthropological literature contains both linear and non-linear models of accultura-

tion. The non-linear model assumes that acculturation generates biculturalism, that is, the addition of a new culture to the old one, whereas the linear model involves replacement of the old culture by a new one. Biculturalism in the non-linear model gives freedom of choice, whereas the linear model implies culture conflict. The non-linear model stresses that acculturation processes are contingent upon social environment and therefore should be seen as a function of social reference groups. The linear model seems to take for granted the direct and entire embracement of the individual by a culture. This paper attempts to reinforce the three points of the non-linear mode—biculturalism selectivity, and social contingency—while accepting what is valid in the linear model. As far as Issei (first-generation) immigrants from Japan and their Nisei children in Hawaii are concerned, social contingency attains full significance: the Japanese individual is trained morally as well as psychologically to be sensitive to the social setting. The native culture here facilitates acculturation, although the reverse is not true. This is demonstrated by analysis of the content of moral education textbooks used by Japanese language schools, expressed attitudes and opinions of school principals, and Nisei informants in various professional fields. (Author/JM)

ED 062 477

UD 012 355

Hsu, Francis L. K.
The Challenge of the American Dream: The Chinese in the United States.
Pub Date 71

Note—170p.; Minorities in American Life Series
Available from—Wadsworth Publishing Co., Inc., Belmont, Calif. 94002 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Acculturation, Adolescence, Bias, *Chinese Americans, Chinese Culture, *Culture Conflict, Ethnic Groups, *Ethnic Studies, Family Problems, Family Role, Identification (Psychological), *Intergroup Relations, Majority Attitudes, Minority Groups, Religious Factors

This book examines the situation of the Chinese in the United States in terms of contact and conflict between two vastly different ways of life: how Chinese and white Americans conduct themselves under the circumstances; the effect of such contact and conflict on the behavior patterns of the individual; and, what future course Chinese-Americans and White Americans should pursue in mutual accommodation for a brighter and happier America of tomorrow. The research that went into this book is part of a larger continuing study from 1949 to 1970 under the auspices of the Wenner-Gren Foundation for Anthropological Research. At its inception, the author was also aided by a grant from the Social Science Research Council. For better understanding, research on other minority groups are also used. The author first visited Hawaii and did research among Hawaiian-Chinese in 1949-1950. He returned in 1969. During the two decades between these visits, he traveled quite extensively in different parts of the United States and Canada and developed an acquaintance with the Chinese in many cities including New York, San Francisco, Boston, Atlanta, Los Angeles. (Author/JM)

ED 062 478

UD 012 356

Gottlieb, David, Ed. Heinsohn, Annie L., Ed.
America's Other Youth: Growing up Poor.
Pub Date 71

Note—216p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey (\$3.95)

Document Not Available from EDRS.

Descriptors—*American Indians, *Depressed Areas (Geographic), *Disadvantaged Youth, *Economically Disadvantaged, Educational Disadvantage, Hunger, Mexican Americans, *Migrant Youth, *Minority Group Children, Negro Youth, Puerto Ricans, Rural Youth, Socially Disadvantaged, Urban Youth, Youth Problems

Contents of part one, Puerto Rican Youth, of this book, includes: excerpts from "Two blocks apart: Jan Gonzales and Peter Quinn," C. Mayer-son; excerpts from "Up from Puerto Rico," E. Padilla; excerpt from "Spanish Harlem," P. Sexton; and "Poverty on the lower east side . . ." P. Montgomery. Contents of part two, Migrant Workers Youth, includes: excerpts from "They harvest despair" D. Wright; and excerpts from "

Peonage in Florida," R. Coles and H. H. H. Coles. Contents of part three, "Mexican-American Youth," include: excerpts from "Mexican American Youth....," C. Heller; and excerpts from "Spanish-speaking children of the Southwest," H. Manual. Contents of part four, "American Indian Youth," include: excerpts from "Custer died for your sins," V. Deloria, Jr.; excerpts from "The New Indians," S. Steiner; and "Lo the Poor Indian," R. Nader. Contents of part five, "Appalachian Youth," include: "The schools of Appalachia," P. Shrag; "Appalachia: Hunger in the hollows," R. Coles; and excerpts from "Yesterday's people," J. Weller. Contents of part six, "Black Youth," include: excerpts from "Manchild in the promised land," C. Brown; excerpts from "The autobiography of Malcolm X," excerpts from "Coming up Black: patterns of ghetto socialization," E. Schultz; and, excerpts from "Death at an early age," J. Kozol. (JM)

ED 062 479 UD 012 357
Paducah-Louisville Consortium; Project VIII: Focus on Dropouts... a New Design. Final Evaluation Report.

Paducah Public Schools, Ky.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 71
Grant—OEG-0-9-27001-3417
Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Design, Dropout Identification, *Dropout Prevention, Dropout Programs, Family School Relationship, *Individualized Instruction, *Inservice Teacher Education, Learning Activities, Motivation, Parent Student Relationship, Program Evaluation, Student Adjustment

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Kentucky

Project VIII is an innovative behavioral science oriented educational program, funded under Title VIII Elementary Secondary Education Act, designed to attack the personal, social, and educational problems of children whose previous record of school failure and frustration has indicated high dropout potential. The program is operated as a consortium involving the Paducah Public Schools, Louisville Public Schools, Murray State University, and the University of Louisville. Project VIII contains three major components and a management system: (1) a classroom intensive unit program providing highly specialized learning processes plus motivation and personal adjustment activities; (2) two project staff members providing extensive training for regular classroom teachers of the target area schools in Paducah and Louisville in order to modify their behaviors toward creating a more positive classroom atmosphere; and, (3) a home-school program involving the parents in many school activities. Four home-school coordinators and two assistants work full time to help parents understand their children's behavior and to help in the development of better parent-child relationships. [Due to the quality of the original, parts of this document will not be sharply legible when reproduced.] (Author/JM)

ED 062 480 UD 012 358
The Critical Conceptual and Operational Elements of the Neighborhood Educational Center. NEC Project.

Detroit Board of Education, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71
Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Involvement, *Compensatory Education Programs, Disadvantaged Youth, *Elementary Education, Individualized Instruction, Negro Students, *Neighborhood Centers, *Program Evaluation, Small Classes, Teacher Education, Teacher Recruitment, Urban Schools

Identifiers—Elementary Secondary Education Title I, ESEA Title I, *Michigan

The purpose of the Neighborhood Education Center (NEC) Project, funded under Title III of the 1965 Elementary Secondary Education Act, is to significantly raise academic achievement in the areas of language arts and computational skills. The NEC encompasses four elementary schools in Region 8 of the Detroit Public Schools system. This region serves approximately 75,000

persons, providing direct service to a pupil population of 31,000. Enrollment in Region 8 schools is predominantly black. The following are some of the features unique to schools in the NEC Project: (1) Instructional plan that embodies the concept of individualization of instruction in a manner that provides diagnostic and prescriptive assistance to each pupil; (2) Teachers and pupils are organized in a series of instructional units with four teachers to each group of 66 pupils; (3) Teachers are recruited and assigned on the basis of demonstrated expertise and commitment to the critical conceptual and operational elements of the project; (4) Duly elected community representatives serve on Planning and Evaluation Councils with direct access to the educational process; and, (5) There is an intensive and extensive program of in-service education during regular and after-school hours. (Author/JM)

ED 062 481 UD 012 359
Scharff, David E.

Mental Health Consultation in an Urban "Community School System."

Pub Date 6 Apr 72
Note—42p.; Paper presented at the 49th Annual Meeting of the American Orthopsychiatric Association, Detroit, Mich., April 6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Schools, Compensatory Education, Consultants, *Consultation Programs, Decentralization, Educational Problems, Intergroup Relations, *Mental Health Programs, Racial Attitudes, School Community Relationship, Social Attitudes, Social Change, *Urban Schools

Identifiers—District of Columbia, *Project Anacostia Community School

An inner-city "community school district" in Washington, D.C. is a pilot project in decentralized urban education. The Anacostia Community School Project (ACSP) was founded in 1968, and comprises 11 schools. The population of the school district is poor, black, and young, and lives largely either in the housing projects or more expensive but often dilapidated garden apartments. Typically, families have recently moved, often because of eviction for urban renewal. ACSP has provided an opportunity to use a variety of techniques in mental health consultation. A group of consultants has encountered several issues which impede the education of poor, black, urban children: mistrust, prejudice, and despair appear when divergent groups have attempted to work together. A consultant, too, must confront issues of his own in moving into this setting—especially his messianic ambitions. Sharing both hopelessness and hope, discussing techniques which succeed and those which fail, and supporting firm leadership, appear to be useful principles of consultation. Ultimately, local community control of schools appears to be a necessary prerequisite of educational reform. (Author/JM)

ED 062 482 UD 012 360
Gordon, Sol

Compensating, Remediating, Innovating and Integrating: Illusions of Educating the Poor.

Pub Date Apr 72
Note—16p.; paper presented at the American Orthopsychiatric Association Annual Meeting, Detroit, Mich., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aspiration, Academic Failure, *Compensatory Education, Curriculum Development, *Disadvantaged Youth, *Failure Factors, Federal Programs, Inner City, Negro Students, *Neighborhood Schools, Remedial Programs, *School Integration, Self Concept, State Programs, Urban Schools

Current state and federally funded educational programs seem to focus on four major themes: remediation, curriculum innovations, correcting racial imbalance, and compensatory education. Compensatory education refers to education programs which are designed to make up for deficiencies in a child's home environment. The ghetto child will never have a meaningful school experience unless the onus of his failure to learn is removed from his mode of life, his economic condition, and his lack of motivation. It is hypothesized that school failure in urban ghetto neighborhoods need not be attributed to the fact of de facto segregated schools or to our failure to understand the perceptual or cognitive style of a particular subculture. Ghetto children can learn

equally well in all-black schools as in integrated schools. Many of the large city public school systems already have non-white enrollments which make up more than 50 percent of the entire student body. Programs designed to improve education in de facto segregated schools must aim at increasing the frequency of success and the heightening of levels of aspiration of each child. Both white and black children, separately or together, can learn in neighborhood schools which ideally would be developed as community schools. (Author/JM)

ED 062 483 UD 012 361

Jensen, Arthur R.
Improving the Assessment of Intelligence.

Pub Date 28 Apr 72
Note—9p.; paper presented in symposium, "The Theory of Intelligence," at the Western Psychological Association Annual Meeting, Portland, Ore., April 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Cultural Factors, *Educational Diagnosis, Factor Analysis, Intelligence Differences, *Intelligence Tests, Item Analysis, Matched Groups, Racial Differences, Response Style (Tests), *Test Bias, *Testing Problems, Test Interpretation, *Test Validity

Identifiers—California

Contrary to popular opinion, it is very difficult to find any objective evidence of culture bias that could account for social class and racial differences in performance on current standard tests of intelligence, even those like the Peabody Picture Vocabulary Test (PPVT), which give the appearance of being highly culture-loaded. They may be culture-loaded, but there is no evidence one has been able to find that the culture-loading differentially affects the performance of Negro and white children. Difference in mean score cannot be a criterion of culture bias. One must seek other evidence. The following types of evidence have been examined in the PPVT, the Lorge-Thorndike Intelligence Test, and Raven's Progressive Matrices, these studies having involved very large samples of Negro and white children in several California school districts: (1) The rank order of item difficulty is virtually the same for Negroes and whites; (2) The matrix of item intercorrelations and the factor structure of these tests is not significantly different for white and Negro samples when these are roughly matched for mental age or total score; (3) In multiple-choice tests, there is no systematic or significant racial difference in the choice of distractors on those items that are answered "wrong"; and, (4) The intelligence tests show essentially the same correlations with scholastic achievement in Negro and white samples. (Author/JM)

ED 062 484 UD 012 362

Martin, Dorothy Wohrns
The Inner-City Black Male High School Student: His Self Concept, Academic Achievement, and Occupational Aspirations.

Pub Date 7 Apr 72
Note—18p.; paper presented at the American Educational Association Annual Meeting, Chicago, Ill., April 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Defacto Segregation, Educational Diagnosis, *High School Students, *Inner City, Integration Effects, *Negro Students, Occupational Aspiration, School Integration, *Self Concept, Self Esteem, Surveys, Urban Youth

Identifiers—Crary American History Test, Self Concept As A Learner Scale

The purpose of this study was to compare the self concept, academic achievement, and occupational aspirations of two samples of eleventh and twelfth grade black male students, who live in the inner city of a large metropolitan area and attend schools of racially different composition. The sample in the segregated black school consisted of 56 male pupils in several classes which were assigned by the principal to participate. The sample in the interracial schools consisted of 45 volunteers from the 92 potential subjects. Both groups included students taking college preparatory, business, vocational, and general education courses. All data were collected during May, 1970. The academic achievement of the subjects was measured by the Crary American History Test. When the raw scores of this test were

140 Document Resumes

analyzed holding age and IQ constant, the difference between the groups was significant with the subjects in the interracial schools having the higher mean score. The total score made by each subject on the Self Concept As a Learner scale was considered indicative of his feeling of competence in the classroom. The mean of the segregated, inner-city school sample was significantly higher than the mean of the sample in the interracial schools. (Author/JM)

ED 062 485 **UD 012 363**

Burden, Carol A.
Consulting Techniques in Racially Integrated Elementary Schools.

Pub Date Apr 72
Note—9p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, Ill., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Rating Scales, *Classroom Observation Techniques, Classroom Participation, Classroom Research, *Elementary Schools, Elementary School Students, Observation, *Racial Integration, Research Methodology, School Integration, *Student Behavior, *Teacher Behavior, Teacher Evaluation, Teacher Rating

Identifiers—Missouri

This study was done at one elementary school in Normandy, Missouri, where the behavior patterns of students in classrooms were changing as the black population increased and teachers were daily being confronted by situations they felt inadequate to cope with. The principal was willing to rank the teachers who were to be involved in the study on a continuum from "good" to "poor." The null hypotheses being tested by this study are: (1) there will be no significant differences in teacher attending behavior (defined as those variables they attend to) between those teachers identified by the principal as "good" and those identified as "poor"; and (2) there will be no significant differences in student behavior for those students in the classroom of teachers identified by the principal as "good" and those identified as "poor." The subject population consisted of students in six fourth grade classrooms, 126 of whom were boys and 111 girls. Analysis of the data for "good" and "poor" teachers indicated no significant differences in the two groups. In this situation, the student behaviors in the classroom were not consistent with the principal's placement of the teacher. (Author/JM)

ED 062 486 **UD 012 364**

Dole, Arthur A.
Occupational Aspirations of Black and White Parents for Their Recently Graduated Children.

Pub Date 5 Apr 72
Note—14p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, Ill., April 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, *College Attendance, College Bound Students, Field Interviews, *High School Graduates, Individual Power, Negro Students, *Occupational Aspiration, Parent Attitudes, *Parent Influence, Parent Student Relationship, Sex Differences, Socioeconomic Status, Surveys, *Vocational Interests

This study was concerned with the extent to which the occupational aspirations of a group of black and white parents were related to the primary educational-vocational activity of their children six months after graduation from secondary school. Occupational aspiration is defined here as the social status level of an occupational title which is presented as a perception, hope, preference, or expectation. Subjects were 143 mothers, fathers, or guardians, and their children who had recently graduated from a senior high school. There were 29 parent informants whose child was a black male, 42 of white males, 31 of black females, and 41 of white females. Each parent was interviewed at home. As a rule, black interviewers were sent to black homes, and white interviewers to white homes. Six months earlier, upon high school graduation, each of the child subjects had completed a parallel questionnaire. Among the findings was that, regardless of race or sex, the child is more likely to start out in college immediately after high school graduation when both the senior and his parents entertain aspirations for a high status occupation. [Due to the quality of the original, part of Exhibit A is not sharply legible.] (Author/JM)

ED 062 487 **UD 012 365**

Baca, Reynaldo Maples, Ramona
Evaluation of E. S. E. A. Title I Compensatory Education Program of the Berkeley Unified School District, 1970-1971.

Berkeley Unified School District, Calif.
Pub Date Aug 71
Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Basic Skills, *Compensatory Education Programs, *Inservice Teacher Education, Intergroup Education, Language Development, Mathematics Education, Negro Dialects, Parent Participation, *Program Evaluation, Pupil Personnel Services, School Community Programs

Identifiers—*California, Elementary Secondary Education Act Title I, ESEA Title I

Berkeley's participation in Title I, Elementary Secondary Education Act, comprises six components: (1) Language Development provided intensive inservice training to all personnel, reading skills specialists, and an extensive after school tutorial program; (2) E.S.E.A. provided a saturated program in mathematics in each designated school, including skills specialists and special instructional equipment; (3) The E.S.E.A. office sponsored district wide inservice courses for program staff. Staff development included training in the instruction of basic skills in reading and math, interpersonal relations, and understanding black dialect; (4) In addition to pupil personnel which provided part time counseling at the two intermediate schools, Auxiliary Services included the provision of four community workers; (5) The Parent Involvement Component comprised both District Advisory Committees, composed of parent and staff representation from each designated school, and School Site Committees primarily concerned with parent participation at their particular schools; and, (6) The Intergroup Relations Club at Franklin Intermediate School and the multi-cultural curriculum in the Bilingual program at Jefferson Intermediate School. [This document has been reproduced from best available copy.] (Author/JM)

ED 062 488 **UD 012 366**

Lohman, Joseph D., Ed.
Cultural Patterns in Urban Schools: A Manual for Teachers, Counselors, and Administrators.

California Univ., Berkeley. School of Criminology; California Univ., Berkeley. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69
Note—227p.

Available from—Univ. of California Press, Berkeley, Calif. 94720 (\$3.95)

Document Not Available from EDRS.

Descriptors—Administrator Education, Classroom Environment, *Counselor Training, *Cultural Factors, Cultural Pluralism, Disadvantaged Youth, Educational Problems, *Manuals, Minority Group Children, School Organization, Self Concept, Self Esteem, Student Alienation, *Teacher Education, *Urban Schools

The purpose of this book is to help teachers understand and accept the subcultures from which an increasing number of their students come. The content of this book was developed from the experience of many teachers working at the elementary, junior-high, and senior-high school levels. The teachers were drawn from schools with a large proportion of minority youth and were identified by their colleagues as having shown sensitivity, insight, and skill in engaging alienated youth. They were surveyed through a series of panel discussions and group interviews conducted during the course of the school year, 1963-64. During these sessions, problem situations—partially based on the teachers' own experience—were presented in such a way as to elicit discussion and analysis of various coping strategies. The book is divided into five parts. Every part includes an introduction and three stories, each of which is followed by a set of questions and a commentary. Each part concludes with a number of digests from relevant social science readings. (Editor/JM)

ED 062 489 **UD 012 367**

Flannery, J. Harold
School Desegregation Law: Development, Status, and Prospects: Ohio Department of Education,

Office of Equal Educational Opportunity, Mini Journal, Volume 4, Number 2.

Ohio State Dept. of Education, Columbus.
Pub Date Apr 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Opportunities, Educational Policy, Federal Laws, *Federal Legislation, *Integration Litigation, *Integration Methods, Integration Plans, Law Enforcement, Policy Formation, Public Policy, Racial Integration, *School Integration, Supreme Court Litigation, *Teacher Integration

This article focuses upon Federal law in relation to school desegregation. The groundwork for many of the relatively recent legal developments in Northern school desegregation law had been laid more than a decade ago. Because the Southern cases were absorbing black organizational resources and preoccupying the federal authorities, and because questions as to which Northern practices were unconstitutional had not been judicially answered, the possibilities inherent in the early groundwork were not quickly exploited. Although many educators and lawyers find the reasons for maximizing desegregation to be compelling, as have a majority of the courts in Northern cases, it would be premature to characterize that, until the Supreme Court has spoken, as the standard always and everywhere. The courts have held to be illegal a wide variety of Northern assignment devices that have resulted in pupil and teacher segregation. And no less than in the South, the courts are requiring school districts and, where appropriate, state authorities, to adopt and implement desegregation plans that promise realistically to work now. (Author/JM)

ED 062 490 **UD 012 368**

Linton, Thomas E.
An Alternative Teacher Training Model for Urban America—the Teacher as a Social Systems Agent.

Pub Date Apr 72
Note—16p.; paper presented at the American Educational Research Association Conference, Chicago, Ill., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Community Education, Community Involvement, *Educational Change, *Educational Objectives, Educational Philosophy, Educational Researchers, School Community Relationship, Schools of Education, *Social Change, Student Teacher Relationship, *Teacher Education, Teacher Education Curriculum, Teachers Colleges, Urban Education

This paper, after discussing the inadequacies of present-day teacher education, proposes an alternative model which places first priority on the actual training of teachers, as well as administrators, for the public schools. The model emphasizes the realities of life in urban and nonurban America in the seventies, making the following assumptions: (1) Teacher training as such is the most important task that educators can effectively engage in; (2) Value questions are of major and primary importance in the total educational process; (3) The behavioral sciences, and physical and natural science, and educational "science" have provided sufficient basis for a grossly more effective and self motivating learning environment than is presently offered in schools of education or public schools; (4) The teacher's function is to educate or lead out and develop human potential; (5) All teachers going through the "system" or school of education should be cognizant of the excellent, the mediocre, and the savage societal conditions which are routinely present in the urban student's environment; (6) The teachers development should be a total process, consisting of cognitive, affective, and physical development, area of specialization, maximizing the learning environment, and social systems catalyst; and, (7) The total training process would involve extensive exposure to a wide range of community experiences, combining theoretical and applied work. (Author/JM)

ED 062 491 **UD 012 371**

Howard, Alan
Educational In 'Aina Pūmehana: the Hawaiian-American Student as a Hero. Final Draft.

Pub Date Apr 72
Note—29p.; Paper presented at the American Ethnological Society Meeting, Montreal, P.Q., April 5-9, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Cultural Awareness, Cultural Differences, Cultural Factors, Cultural Interrelationships, Culture Contact, *Ethnic Groups, Ethnic Status, Ethnic Studies, *Interpersonal Relationship, Minority Groups, Psychology, Race Relations, Social Development, Social Integration, *Socialization, Social Relations, Student Teacher Relationship

Socialization patterns from a Hawaiian-American community are described in terms of the strategies and tactics utilized by Hawaiian-American children in dealing with the contingencies set for them first by their parents and later by teachers in the public school. Despite poor scholastic performance from the standpoint of educators, the viewpoint is presented that if one looks at the classroom as an interface between ethnic groups, then Hawaiian-American children can be considered heroes for defending the core values of their culture against the onslaughts of an alien group. The data on which this paper is based were collected over a three-year period between 1965 and 1968 from a Hawaiian homestead community referred to by the pseudonym of "Aina Pumehana. The study was an interdisciplinary effort involving primarily social anthropology and psychology, but including researchers from several other disciplines as well. [This document has been reproduced from the best available copy.] (Author/SB)

ED 062 492 UD 012 372

Soar, Robert S. And Others
Factors Affecting Pupil Cognitive Growth in Disadvantaged Children.

Florida Educational Research and Development Council, Gainesville.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—28p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, *Community Control, *Compensatory Education, *Educational Finance, Educationally Disadvantaged, *Equal Education, Equalization Aid, Financial Needs, Financial Policy, Nondiscriminatory Education, School Funds, Universal Education

As part of the evaluation of project Follow Through, the Institute for Development of Human Resources of the University of Florida collected observational data in a sample of classrooms representing a number of experimental programs. Three waves of data have been collected: 70 classrooms each in the winters of 1969 and 1970, and 289 in the winter of 1971. Two goals of this project were: (1) to describe in behavioral terms the differences among the programs as observed in the classrooms, and (2) to relate these behavioral dimensions to pupil growth. The observational measures were selected from already existing instruments and represented a broad conception of classroom interaction as it has been developed over the past years. The instruments ranged from one with very extensive research background to two with some previous use and to one which was newly developed from work of others. To enable study of relations between measures of classroom observation and pupil growth, Stanford Research Institute, the principal outside evaluator of Follow Through procedure, provided test data on pupils. (Authors/SB)

ED 062 493 UD 012 373

Rempson, Joe L.

The Participation of Minority-Group Parents in School Activities: A Study and a Case Study With Guidelines.

Center for Urban Education, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, Community Cooperation, *Community Involvement, Elementary Education, Elementary Grades, Elementary School Students, Elementary School Supervisors, *Equal Education, *Equalization Aid, Minority Group Children, *Minority Groups, Minority Role, Nondiscriminatory Education, *Self Help Programs, Universal Education

The purpose of the study was to identify factors that help to explain the dynamics responsible

for the participation and nonparticipation of minority-group parents in school activities. This was done to provide guidelines that, specifically, might improve the chances of an elementary school principal increasing the number of minority-group parents who make in-school contacts and that, generally, would have implications for other sectors of American life concerned with the participatory behavior of these parents. This purpose was accomplished by evaluating an experimental self-help parent education program conducted in twenty-seven public elementary schools in New York City (the case study aspect of the investigation) and, integral to this evaluation, making a status study of the school-parent programs and the Parent-Teacher Association programs in these schools and in two other similar schools. The time period covered by the study was the 1965-66 school year. [This document has been reproduced from the best available copy.] (Author/SB)

ED 062 494 UD 012 375

Fact Book on Pupil Transportation. MARC Document Number 2.

Metropolitan Applied Research Center, Inc., New York, N.Y.

Spons Agency—B'nai B'rith, New York, N.Y.
Anti-Defamation League; Cheyney State Coll., Pa.; National Urban League, Inc., New York, N.Y.

Pub Date Apr 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bus Transportation, Educational Opportunities, Educational Policy, Equal Education, Integration Effects, Integration Litigation, *Integration Methods, Integration Plans, Policy Formation, Racial Integration, *School Integration, Social Integration, Student Transportation, *Transfer Programs

In view of the fact that the issue of the transportation of pupils in the public school for purposes of desegregation has now become politically and emotionally charged, the Metropolitan Applied Research Center staff decided to collect and analyze the facts on the extent, the nature, and the consequences of transportation of children to schools in the United States. This book is the result of an intensive examination of available studies, articles, and press reports on busing throughout the United States. It attempts to distill the more pertinent facts on busing, and seeks to present these facts so that readers can determine the validity of the arguments offered by those who would seek to prohibit the transportation of children for purposes of public school desegregation. These facts lead to the conclusion that all proposed legislation or constitutional amendments addressed specifically to the prohibition of transportation for purposes of desegregation of schools would be racially restrictive legislation. These facts also strongly suggest that specific prohibition of transportation of children for purposes of school desegregation would be violative of the letter and the spirit of the Equal Protection Clause of the Fourteenth Amendment, and would neutralize any further effect of the Brown decision of 1954. (Author/JM)

ED 062 495 UD 012 376

Levy, Betty S.

Dialect Proficiency and Auditory Comprehension in Standard and Non-Standard English.

Pub Date Apr 72

Note—15p.; Draft of paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Tests, Elementary School Students, *Language Proficiency, Language Tests, *Listening Comprehension, Low Income, *Negro Dialects, Negro Students, Nonstandard Dialects, Rating Scales, Relevance (Education), Sex Differences, *Standard Spoken Usage, *Urban Youth

Identifiers—New York City

This study both examines the relationship between oral dialect proficiency—Standard English and Black Nonstandard English—and auditory comprehension of stories presented in Standard or Black Nonstandard English and attempts to obtain information concerning the reactions of black dialect speakers to oral stories in Black Nonstandard English and Standard English. The subjects were 32 black second grade boys and girls from an afterschool community center

located in a low income housing project in Harlem. A black undergraduate male functioned as the experimenter. The stimulus materials consisted of a dialect proficiency task and an auditory comprehension task. The subjects were randomly assigned to one of four groups in a 2 by 2 factorial design. The factors were: (1) order of the dialect proficiency task, with either standard dialect first or second, and (2) dialect of auditory comprehension task. Each subject was individually tested. The major finding was that regardless of oral language proficiency in Standard English and in Black Nonstandard English, black second graders presented with oral stories scored higher on the auditory comprehensive questions than did comparable subjects presented with the same stories in Black Nonstandard English. (Author/JM)

ED 062 496 UD 012 377

McAdoo, Harriette Pipes

Self Concepts and Racial Attitudes of Northern and Southern Black Preschool Children.

Pub Date [70]

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economically Disadvantaged, *Family Background, Fatherless Family, Negro Attitudes, *Negro Youth, Northern Attitudes, *Preschool Children, *Racial Attitudes, Racial Recognition, Rural Urban Differences, *Self Concept, Socioeconomic Status, Southern Attitudes

Identifiers—Michigan, Mississippi

This study attempts to view some of the historical and social factors that may affect the development of self concepts and racial attitudes of black children in a Northern and Southern environment, and to examine the differential effect of growing up in a female-headed household on the relationship between the self concept and racial attitudes of black preschool children. Comparisons were made between the demographic groups and between children who have grown up in a nuclear or mother-headed household. The Northern sample was located in a working class, urban center outside the Detroit. All were attending a year long child development project under Head Start. The staff and children were about evenly mixed black and white. The Southern sample was located in a working class, rural area in Bolivar County in the Mississippi Delta area, where there is little contact with whites. The children were enrolled in two Head Start Centers in Mound Bayou, Mississippi. The subjects were 63 black children in Michigan and 58 in Mississippi. Four sets of materials were used: Peabody Pictures Vocabulary Test, Williams and Roberson Pre-school Racial Attitude Sex-Role Attitude Picture Series, Thomas Self Concept Values Test, and Racial Identification procedures. (Author/JM)

ED 062 497 UD 012 378

McAdoo, John Lewis

An Experimental Study of Racial Attitude Change in Black Preschool Children.

Pub Date 70

Note—27p.; Based on part of a dissertation submitted to the University of Michigan, Ann Arbor, Michigan, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African American Studies, *Changing Attitudes, Curriculum Evaluation, Economically Disadvantaged, *Experimental Curriculum, Negro Attitudes, *Negro Youth, *Preschool Children, Preschool Curriculum, *Racial Attitudes, Racial Recognition, Self Concept, Socioeconomic Status, Verbal Operant Conditioning

Identifiers—Michigan

The purpose of this study is to determine whether the racial attitudes of black preschool children can be modified using different treatment methods. The hypotheses were as follows: (1) Racial attitudes will be modified, using operant learning procedures and a black consciousness curriculum; (2) A black consciousness curriculum will result in greater positive change in racial attitudes than operant learning procedures; (3) There will be no significant difference in racial attitude change: (a) between boys and girls and (b) between black preschool children from intact and non-intact—e.g., father present and father absent—homes; and, (4) There will be a positive relationship between a preschool child's racial attitude and his racial

preference. Sixty-five lower socio-economic black preschool children were randomly selected from three integrated day care centers located in three suburban communities within the Detroit metropolitan area. Four sets of materials were used: (1) a revised picture-story procedure; (2) the picture-story technique; (3) a modification of the Clark dolls test; and (4) materials developed by the author to provide a preschool curriculum, from which the children could learn black culture and history. (Author/JM)

ED 062 498 UD 012 379
Farning, Max
Some Variables Why so Few High School Graduates Attend Post-High School Area Vocational Schools.

Pub Date [70]
Note—21p.; Part of Ph.D. thesis submitted to the Faculty of the Graduate School, University of Minnesota

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Blue Collar Occupations, Caucasian Students, *Educational Attitudes, *High School Graduates, Negro Students, Occupational Choice, Parent Influence, Post High School Guidance, Post Secondary Education, *Racial Differences, Student Attitudes, *Urban Youth, Vocational Schools, *Work Attitudes
Identifiers—Minnesota

The purpose of this study was to determine why so few black male high school graduates in the Minneapolis-St. Paul, Minnesota, area attend post-high school area vocational schools. The investigator developed an instrument comprised of ten Likert-type scales and one true-false scale to test for differences between groups of students on their perception of labor unions, area vocational schools, blue collar work, middle-class values, their parents' perception of education, their friends' perception of education, the concept "education is good," the concept "teachers are good," the concept "counselors are good," and their knowledge about area vocational schools. The subjects were randomly selected from the population of male high school seniors attending two inner city high schools in St. Paul, Minnesota. There were two randomly stratified random samplings: students were randomly selected within the parameters of race and (a) what they expected to be doing the next year, and (b) what they would like to be doing the next year. Analysis of variance, using orthogonal contrasts, was the principal statistical technique used. (Author/JM)

ED 062 499 UD 012 380
Honeycutt, Joan K. Soar, Robert S.
The Effects of Verbal Rewards and Punishment on Subject-Matter Growth of Culturally Disadvantaged First Grade Children.

Pub Date [70]
Note—12p.; Based on a dissertation by the first author to the Graduate Council of the Univ. of Florida in partial fulfillment of the requirements of the Ed.D. degree

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Academic Achievement, Caucasian Students, Classroom Communication, *Classroom Integration, *Classroom Observation Techniques, Classroom Research, *Elementary School Students, Integration Effects, Interaction Process Analysis, Lower Class Students, Negro Students, Rewards, Socioeconomic Status, *Student Teacher Relationship, *Verbal Communication

The purpose of this study was to extend a relationship between teacher verbal rewarding and punishing behavior and subject matter growth previously obtained with middle-class postprimary children, with a different population; namely, first-grade, lower-class children. The subjects were 366 children and 20 teachers from first-grade classes participating in Project Follow-Through in the Eastern United States. The total sample consisted of those 190 Negro and 176 Caucasian children for whom complete test batteries were available. During the school year, teacher-pupil verbal interaction in the selected classrooms was observed and recorded. Measures of verbal reward, verbal punishment, and a control ratio were derived from observations by trained observers for each teacher. The test battery, administered in the fall and spring of the school year, consisted of samples of items drawn from the Metropolitan Readiness Test, Early Childhood Inventory Project Test, and Educa-

tional Testing Service Examination. The principal finding was that Negro children gained more on the Word Meaning subtest when they were in integrated classrooms. However, of interest was the inability of this research to substantiate a relationship between teacher verbal behaviors and subject-matter growth of students. (Authors/JM)

ED 062 500 UD 012 397
Bouldin, Arthur L. Lucas, Robert E.
The Princeton Plan: Beyond the Statistics; Princeton's Investment in Children Provides New Opportunities for All.

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date Dec 71
Note—8p.; Editorial and article are reprinted from the Ohio Department of Education Office of Equal Educational Opportunity "Mini Journal", v4 n1 December 1971

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Educational Opportunities, Equal Education, Integration Effects, Integration Methods, *Integration Plans, Racial Integration, Rezoning, School Community Relationship, School Districts, *School Integration, *School Redistricting, State School District Relationship, Transfer Policy, Transfer Programs
Identifiers—Ohio

The all black, economically disadvantaged city of Lincoln Heights adjoins the Princeton school district. In February of 1970, the Ohio State Department of Education, after making several inspections of the Lincoln Heights Schools, revoked their charter and ordered them closed. After a series of meetings with three adjoining school districts, the State Board of Education transferred the Lincoln Heights District, with its enrollment of about 1900 black students, into the Princeton City School District. Two weeks after the transfer, approximately 175 black students and 40 parents staged a sit-in at Princeton High School. The superintendent of Princeton immediately established an Advisory Committee of blacks and whites representing every community in the Princeton School District. A three-year phase-in program was developed by the Advisory Committee and the Princeton staff, approved by the Board of Education and given wide publicity. With a superb effort during the 1970-71 school year, the people of the Princeton District far exceeded this first phase-in plan. The Board of Education announced in February, 1971, a two year step-up in the phase-in process to be effective September 1, 1971. There was no overt opposition to this plan. (Authors/JM)

ED 062 501 UD 012 399
Powell, Evan R. Dennis, Virginia C.
Application of an Anthropological Technique to Desegregated Schools.

Pub Date Apr 72
Note—12p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Caucasian Students, *Classroom Integration, *Classroom Observation Techniques, Classroom Research, *Elementary School Students, Group Status, *Interaction Process Analysis, Negro Students, *Peer Relationship, Racial Integration, School Integration, Social Integration, Socioeconomic Status, Sociometric Techniques, Student Behavior

This study, one of a series investigating dyadic intracommunication in natural, academic, and laboratory settings, utilizes a simple observation technique such as that employed by anthropologists living among members of a society or sub-cultural group, observing and recording their behavior patterns, including their communication modes. Subjects were male and female pupils in a desegregated elementary school with a student body composed of 32 per cent lower class blacks and 68 per cent middle class whites. The sample ratio was 42 per cent black and 48 per cent white. Interpersonal distance and angle of orientation, gaze direction, status, position, locomotion, sex, race, smile, and audible communication of dyadic subjects were the variables observed. A simple observation technique was used to gather data, with the observer present—sitting or standing in the least conspicuous place available. Subjects were not aware of the nature of observer's interest and recording. Selection of dyads for observation was made by the sequential scan

method, with the observer noting the nearest pupil. Five hundred dyads were observed. (Authors/JM)

ED 062 502 UD 012 410
Blackwood, Ralph O.

The Control of Anti-Social Behavior in Inner-City Classrooms Through the Use of Verbally Mediated Self-Control (Teaching Verbally Mediated Self-Control in the Classroom). Final Report.

Akron Univ., Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-075
Pub Date 3 Aug 71
Grant—OEG-5-9-455075-049
Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Behavior Change, Behavior Problems, *Class Management, Classroom Research, Discipline, Discipline Problems, *Inner City, Mediation Theory, Self Control, Student Behavior, Student Teacher Relationship, *Teaching Techniques, *Verbal Operant Conditioning
Identifiers—Ohio

This is a report on the application of operant condition methods to classroom discipline problems. The setting was Clara Tagg Brewer Elementary School in CLEVELAND, Ohio. The school is located in a community consisting mostly of lower-middle class black families. A few children come from a "run down" section of the community, including most of the disruptive children. The 13 regular teachers, four special teachers, and the pupils of the Brewer School were the subjects of the study. The teachers selected 33 pupils to serve as target children for study. Each of the latter was selected because of his habitual disruptive behaviors. Each teacher was asked to randomly divide target children into experimental and control groups. Operant conditioning methods were equally applied to both groups, but mediation training methods were applied only to the experimental target children. Teachers were also asked to employ other less widely known methods of experimental control, including the "multiple baseline" technique, "probes," the "reversal" technique, and the like. [Because of the print quality, parts of this document are not clearly legible.] (Author/JM)

ED 062 503 UD 012 411
Starr, B. James And Others

Black-White Differences in Psychosocial Maturity. Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-127
Bureau No—BR-6-1610
Pub Date Mar 72
Grant—OEG-2-7-061610-0207
Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Caucasian Students, Cultural Disadvantage, Culture Conflict, Educational Disadvantage, Elementary School Students, *Maturation, Measurement, Negro Students, *Psychological Patterns, *Racial Differences, Secondary School Students, Self Concept, *Self Esteem, Self Evaluation, *Social Maturity
Identifiers—Pennsylvania

The present investigation reviews the racial comparison literature in order to make specific predictions about racial differences on the psychosocial maturity scale developed by Greenberger, Campbell, Sorensen, and O'Connor (1971). On the basis of this review, it was predicted that blacks would score lower than whites on the scale, and that this difference would primarily affect the self-acceptance and independence subscales. It was also anticipated that similar but lesser differences might be found on the identity and acceptance-of-change subscales. Results of the analyses indicate a clear small-to-moderate race effect with blacks scoring lower than whites. The sex effect is more ambiguous. Girls score higher than boys but the effect is negligible. A large effect due to Grade Level emerged, as expected. The multivariate analyses indicate significant but small main effects for sex and race. The findings are primarily due to differences in the Independence subscale, such that girls score higher than boys and whites higher

than blacks. The failure to obtain other hypothesized race differences may have been due either to the inadequacy of the subscales at their present stage of development, or to the incorrectness of the hypotheses themselves. (Authors/JM)

ED 062 504 UD 012 416

Politzer, Robert L. Hoover, Mary Rhodes

The Effect of Pattern Practice and Standard/Non-Standard Dialect Contrast on Language Achievement Among Black Children. Research and Development Memorandum, Number 87.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0252

Pub Date Mar 72

Contract—OEC-6-10-078-Component 3A

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Teaching, Elementary School Students, Kindergarten Children, Language Development, *Language Instruction, Language Programs, Negro Dialects, *Negro Students, *Pattern Drills (Language), Socioeconomic Status, *Speech Skills, Standard Spoken Usage, *Teaching Methods, Urban Language

Identifiers—California

The experiment reported on in this paper investigated primarily the overall effectiveness in raising the language achievement of black children of the pattern practice approach and the use of overall contrasts between standard and non-standard dialects within the pattern practice approach. The experiment was conducted in three third-grade and three kindergarten classes in an elementary school district in the San Francisco Bay area. Seventy-three black third graders and 68 black kindergartners were used as subjects. Although there is considerable variation in their speech patterns, their speech is by and large representative of lower- to middle-class black dialect. The six classes were randomly divided into groups for three different treatments. The treatment period lasted for five weeks, with 15 to 20 minutes a day devoted to intensive language training. In Treatment A an attempt was made first to establish the concept of a difference between standard and nonstandard speech. In Treatment B the materials and approach were the same as in A, but no attempt was made to introduce a concept of standard as opposed to non-standard speech. Treatment C was a control activity in which the participating teachers were free to devise their own language arts activities. (Authors/JM)

VT

ED 062 505

VT 013 928

Hale, James A.

A Review and Synthesis of Research on Management Systems for Vocational and Technical Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-51

Pub Date 71

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Budgeting, *Educational Administration, Educational Planning, Information Systems, *Management Development, *Management Systems, Models, Personnel Selection, Policy Formation, *Research Reviews (Publications), School Community Relationship, School Industry Relationship, Student Personnel Services, Systems Concepts, Technical Education, Techniques, Theories, *Vocational Education

Identifiers—Planning Programing Budgeting Systems, PPBS

The management of education is an increasingly important consideration throughout the nation. Tested management concepts and systems are needed for vocational and technical education to efficiently resolve the complex problems of: (1) policy development, (2) planning, (3) provision and utilization of facilities and equipment, (4) budgeting and finance, (5) staffing, (6)

pupil-personnel services, (7) evaluation, and (8) student-school-community-industry relations. This publication should assist in identifying substantive problems, methodological approaches, alternative solutions, and needed research and development in the areas of data and management systems, subsystems, and procedures. With emphasis given to synthesis and demonstration of concepts, major sections of the paper are devoted to: (1) Theory of Systems, (2) PPBS: A Management Subsystem, (3) Management Information Systems, (4) Management Techniques and Related Tools, and (5) Training of Administrators and Needed Research. (Author/JS)

ED 062 506

VT 014 289

Rostker, Bernard Daniel

Manpower Theory and Policy and the Residual Occupational Elasticity of Substitution.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 70

Note—222p.; Ph.D. Dissertation, Syracuse University

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 192 061, MF \$.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Economic Research, *Employment Level, *Labor Economics, *Labor Market, Manpower Needs, *Manpower Utilization, *Public Policy, Theories, Wages

Identifiers—Elasticity of Substitution, Manpower Policy

By developing the short-run policy implications of a structurally disaggregated labor market, this study attempts to show that fiscal and manpower policies are complementary means to achieve full employment. Using a constant elasticity of substitution production function, the study demonstrates mathematically that the smaller the residual elasticity of substitution of the scarcest occupation, the greater the amount of relative wage change needed to alter the least cost factor mix, and thus the greater the possible need to coordinate policies. Tentative estimates of the residual elasticities indicate a possible scarcity of workers in occupations with low elasticities. A non-market mechanism may be necessary to achieve full employment with flexible prices. (Author/BH)

ED 062 507

VT 014 294

Moser, Collette Helen

An Evaluation of Area Skill Surveys as a Basis for Manpower Policies.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-91-53-67-16-1

Pub Date Apr 71

Note—268p.; Ph.D. Dissertation, Wisconsin University

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 199 444, MF \$0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Employers, Employment Projections, Job Analysis, *Manpower Development, Manpower Needs, Occupational Guidance, *Occupational Surveys, *Policy Formation, Program Evaluation, *Program Planning, Public Policy, *Vocational Education

Identifiers—Area Skill Surveys

The possible application of area skill surveys to manpower planning is considered. Statistical data were derived from re-surveying employers who had projected in 1964 their employment for 1966 in about 200 occupations. Area skill surveys for Roanoke and Petersburg, Virginia were evaluated. Prediction losses from the area skill survey projections, compared with those obtained from using a naive 7 percent growth model, showed a little over 1 percent less prediction loss for the survey than for the model. (Author/BH)

ED 062 508

VT 014 319

Employment in Perspective: The Negro Employment Situation.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—BLS-Rep-391

Pub Date 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Statistics, *Negro Employment, Occupational Clusters, *Racial Differences, Tables (Data), *Unemployment

Identifiers—*Labor Force Participation

This report analyzes recent developments in the labor-force status of blacks and examines their job situation relative to whites. The recent slowdown in economic activity has had serious repercussions for Negro workers although their situation has deteriorated less than in previous economic declines. Tables provide employment, unemployment, and labor force participation statistics. Data are separated by age, color, sex, occupation, and full- or part-time labor force status. (Author/BH)

ED 062 509

VT 014 436

Gordon, Kenneth Glenn

A Taxonomy of Marine Technicians and Technologists and the Implications for Training Them.

Florida State Univ., Tallahassee. Edward Ball Marine Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-91-10-70-25-1

Pub Date Jun 71

Note—239p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 199 665, MF \$.95; see catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Employment Qualifications, *Job Training, *Manpower Needs, *Marine Technicians, *Program Development, *Taxonomy

This 3-phase study was conducted to: (1) ascertain the essential education, training, and classification characteristics of marine technicians and technologists, (2) suggest their implications to educators, oceanographers, and labor administrators, and (3) develop a taxonomical schema for classifying these personnel. The methodology included direct observations at sea, extensive interviews with scientists, technicians and technical educators, and the testing of two hypotheses. Statistical tests included the Pearson r for determining the significance of correlation among marine scientists and oceanographers as to how they classified marine technical personnel, and the Sign test on selected personnel characteristics. A 5-level hierarchy was described for marine technical personnel. (Author/JS)

ED 062 510

VT 014 438

SUIC: Improving Opportunities through In-Plant Training.

Skill Upgrading in Cleveland, Ohio.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Report No—DLMA-82-37-69-04-1

Pub Date Mar 70

Note—72p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 199 515, MF \$.95; see catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, Employment, *Employment Opportunities, *Inplant Programs, Job Satisfaction, Job Training, Manpower Development, Models, Occupational Mobility, On the Job Training, *Program Evaluation, Skill Development, *Underemployed

Identifiers—Cleveland, High Intensity Training, HIT

Skill Upgrading in Cleveland (SUIC) is one of three manpower training and upgrading organizations which was funded to replicate and further test the High Intensity Training (HIT) model for upgrading underemployed workers. This report is a summary of activities aimed at upgrading low-skill, low-wage workers within a plant setting and with small jumps in job classifications and pay increase guarantees. An evaluation of these activities led to several findings which included: (1) A total of 282 low-skill, underemployed workers were trained through the model, (2) The average increase in pay received by HIT trainees was 8.44 percent, (3) About 86 percent of all trainees succeeded in moving to a new job either within their company or in another company, and (4) About 67 percent of the trainees were rated by their supervisors as having potential for future advancement. (Author/JS)

ED 062 511

VT 014 613

Davis, Eddie Moore

Industrial Arts for Mentally Retarded Students in Junior and Senior High Schools of Missouri.

Pub Date 71

Note—194p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13309, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS

Descriptors—Administrator Attitudes, Curriculum Planning, Doctoral Theses, *Industrial Arts, Junior High Schools, *Mentally Handicapped, *Program Descriptions, Public Schools, Questionnaires, *Secondary Schools, Senior High Schools, *State Surveys, Teacher Attitudes

Identifiers—Missouri

The purpose of this study was to ascertain the criteria used in the content selection of industrial arts courses for mentally retarded students, and develop a guide to assist industrial arts teachers in the formulation or expansion of such programs. Questionnaires were sent to directors, supervisors, and teachers of industrial arts and special education personnel of the Missouri public school districts having industrial arts programs for mentally retarded youth. The following conclusions were among the 31 that were offered: (1) Factors frequently used to designate the mentally retarded youth into industrial arts and to select course content were chronological and mental age, ability and interest of students, existing facilities, and teacher qualifications, (2) Mentally retarded youth share facilities with normal youth, (3) Educational objectives apply alike to the mentally retarded and normal youth, although the activities appear to be more occupationally oriented for the mentally retarded youth, and (4) Other factors in selecting course content included safety-health instruction, manipulative skills, occupational information, personal and social development, attitude-habit development, occupational training, leisure time activities, exploratory experiences, consumer information, and the integration of subjects with industrial arts. (Author/GEB)

ED 062 512 VT 014 704

Wall, James E.

Review and Synthesis of Strategies for Effecting Change in Vocational and Technical Education. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-59

Pub Date 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Change Agents, Curriculum Evaluation, *Educational Change, *Educational Innovation, Educational Planning, Educational Principles, *Educational Strategies, Organizational Change, *Research Reviews (Publications), Technical Education, *Vocational Education

Written as a synthesis of strategies for effecting change, this document is directed toward state and local educational administrators, supervisory personnel, researchers, development personnel, teachers, and teacher educators. In reviewing the literature it was evident that during the past few years there has been a growing emphasis on local initiative in development activities and planning. Local development will require support from Federal, state, and private sources, and improved coordination of change activities among and between all levels of the education structure—from Federal to classroom level. The primary focus must always be on developing local vocational-technical programs which are continuously innovative and self-renewing, with change efforts devoted to improving what the teacher does and how he does it. The literature is reviewed by (1) rationale for planned change, (2) the change process, and (3) alternate strategies for implementation. (JS)

ED 062 513 VT 014 803

Wallace, Harold R.

Review and Analysis of Instructional Materials for Cooperative Vocational Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-60

Pub Date 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Cooperative Education, *Curriculum Evaluation, *Instructional Materials, Job Training, Learning, *Literature

Reviews, Relevance (Education), *Research Reviews (Publications), Student Participation, Technical Education, Validity, *Vocational Education

Three learning situations found in the cooperative program, namely vocational or technical course work, training stations, and the related class, are described and pertinent curriculum materials are reviewed. In addition to content, the reviewer examines quality and usefulness, validity, enrichment materials and instructional aids, and student involvement and participation, according to criteria which he sets forth in the document. Seven documents designed for a variety of occupational areas, five documents designed for use in a single occupational or vocational field, and 12 periodicals are reviewed. (GEB)

ED 062 514 VT 014 877

Wenig, Robert E. Wolansky, William D.

Review and Synthesis of Literature on Job Training in Industry.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-62

Pub Date 72

Note—67p.

Available from—U. S. Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Cooperative Education, *Job Training, *Manpower Development, *On the Job Training, Program Development, Program Evaluation, Research Reviews (Publications), *School Industry Relationship, *Vocational Education

It is imperative that vocational and technical educators study job training programs and policies in industry in order to develop curriculums that will enable students to make a better transition from school to work. The purpose of this paper was to gather pertinent information about job training efforts in industry so that vocational and technical educators can make informed decisions aimed at improving job training programs. More specific objectives were: (1) to describe the state of the art of job training in industry, and (2) to determine the best possible linkages that can be developed between vocational and technical education and industry. Points brought out in the study include: (1) Industry was mostly concerned about the increasing number of people-related problems, (2) Industry considers cooperative student training as the best type of vocational and technical education for skill development, and (3) Large industries are making great progress in improving job training through the use of the systems approach and better evaluation strategies. Major sections of the report include: (1) Factors Influencing Job Training in Industry, (2) The Description of Job Training in Industry, and (3) The Synthesis of Selected Job Training Programs in Industry. (Author/JS)

ED 062 515 08 VT 014 880

Young, Robert C. And Others

Vocational Education Planning: Manpower, Priorities, and Dollars. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—R&D-Ser-68

Bureau No.—BR-7-0158

Pub Date 72

Grant—OEG-3-7-000158-2037

Note—193p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cost Effectiveness, *Educational Planning, Educational Responsibility, *Information Needs, Information Utilization, Labor Market, Labor Supply, Manpower Needs, *Program Evaluation, *Resource Allocations, *Vocational Education

This report considers the role of manpower information in vocational education planning. Following a review of the manpower and educational contexts of vocational education planning, the report examines the concepts of manpower supply

and demand and the sources of relevant information and methodologies for their estimation, considers criteria for determining vocational education priorities, and describes a method for allocating resources among vocational programs. From a review of alternative manpower educational planning models, including manpower, rate-of-return, and social demand approaches, elements were selected which were feasible for a modestly inexpensive planning system. The proposed system acknowledges the existence of more complex planning models, discusses the data inadequacies and costs preventing their complete implementation, and suggests a methodology feasible in terms of existing or relatively inexpensive data and methodologies. (BH)

ED 062 516 VT 014 914

Miller, James R. McCormick, Robert W.

A Theoretical Model to Improve the Extension Education Outreach of the Ohio State University: Utilizing Marketing, Behavioral, Business, Management, and Systems Concepts. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date Jan 72

Note—53p.; A Research Report Condensed from a Ph.D. Dissertation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Doctoral Theses, *Extension Education, Metropolitan Areas, *Models, Rural Areas, *Systems Approach, *University Extension, Urban Areas

Identifiers—Ohio State University

The purpose of this study was to develop a theoretical organization model to improve the total extension outreach of The Ohio State University. Using literature review, experience, observation, interview techniques and a systems analysis approach, micro models of rural, urban, and metro county offices and a macro model of the extension service were developed, designed, and illustrated. Critical elements and variables were identified, and formal and informal relationships and communication networks were outlined briefly. The models were presented along with supporting written text and a questionnaire to high level administrators of extension in state universities and land grant colleges for constructive suggestion and reaction. Results from 63 percent of the institutions surveyed revealed that: (1) The models could provide assistance as a methodology to improve the extension outreach of both merged and non-merged organizations, (2) The models could assist in bringing about a merged extension service where a non-merged structure now exists, (3) The models could help solve program planning and implementation problems, and (4) The use of business and industrial concepts was considered a contribution to the body of extension knowledge. (SB)

ED 062 517 VT 014 952

An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. A Pilot Study (July 1, 1970-June 30, 1971). Director's Final Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver; Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 71

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Programs, *Guidelines, *Internship Programs, Leadership Training, *Pilot Projects, Program Development, School Community Cooperation, *School Industry Relationship, Teacher Education, *Vocational Education

Briefly described in this document is a pilot project involving 13 internships which were designed to: (1) provide improved leadership training for vocational and technical personnel, (2) provide improved teacher education through full-time, on-the-job experiences in industry, business, or agriculture, (4) initiate an exchange program between vocational and technical education on the one hand and industry, business, and agriculture on the other, and (4) build a handbook of operational guidelines for others interested in developing programs of professional

internships in vocational education. The 13 participants, after being carefully selected and prior to placement, received an orientation to the purpose, procedures, responsibilities and functions of the program. Evaluation of the project was enhanced by bi-weekly coordination visits and the use of a daily diary. The program was termed a tremendous success. Included in the appendixes is the Guide for Professional Internships-Vocational Education. (JS)

ED 062 518 VT 014 964

Malinski, Joseph F.

Planning Techniques for Local Programs of Vocational Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-63

Pub Date 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, Educational Administration, *Educational Policy, Federal Government, Federal Legislation, Management Development, *Management Information Systems, *Program Planning, School Districts, *Vocational Education

This paper presents a synthesis of the development of educational management practices, with the aim of improving communications among the various institutions providing vocational programs at the local level and the agencies providing programs support at local, state, and national levels. The planning and management cycle consists of: (1) policy planning, which is concerned with the identification, description, structuring, and evaluation of goals and objectives, (2) work planning, which is the process of determining how to accomplish a selected objective efficiently and effectively and is concerned with the immediate task of planning, organizing, scheduling, and controlling resources, (3) development of a management information system, which provides information for operations control and long range planning, and (4) development of a formalized procedure for organizing and reorganizing management information in ways that will improve policy planning, work planning, and program operating decisions. The process of planning and managing local programs will vary according to the perception of planning and program management. Awareness of the Federal laws and agencies providing support will help clarify the atmosphere in which the local planner must work. (SB)

ED 062 519 VT 014 991

For Those Developing World of Work Resource Units for Elementary School Teachers.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, *Career Education, Class Activities, *Curriculum Development, *Developmental Programs, Elementary Grades, Industry, Instructional Materials, Learning Activities, Occupational Information, Program Development, *Resource Guides, *Resource Materials, Services, Vocational Education

Identifiers—ABLE Model Program, Authentic Basic Life Centered Education Model, Career Awareness, *World of Work

This package of practical ideas collected by the Authentic Basic Life-Centered Education (ABLE) Model Program should be useful for teachers and administrators who are revising curricula and writing curriculum guides for the elementary and intermediate level. Suggested units are based on an "organizing center concept" such as banking, baking, and the telephone business, and divided into groupings of: (1) resources (accessibility)—what tools, materials, and human talent can be used to make a unit accessible to the child, (2) content (mobility)—how can the subject material pull together new relationships from past studies, or enable children to encounter the fundamental activities of the community, their religion, their culture, and (3) performance (accomplishment)—how can the child express himself, use different resources, and show others what he has learned. Materials have been

tested, evaluated, and revised in a variety of classroom settings. Other materials provide information on (1) interviewing, (2) field trips, (3) staff development activities, (4) career lattices, and (5) 70 suggested classroom activities for occupational exploration. Objectives are clearly stated and activities stress use of all resources, such as role-playing, field trips, and community resources. (JS)

ED 062 520 08 VT 015 020

Daugherty, Ronald, Comp. And Others

Proceedings of the National Seminar for State Directors of Community-Junior Colleges (January 10-11, 1972). Final Report.

Spons Agency—American Association of Junior Colleges, Washington, D.C.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No.—LT-Ser-36

Bureau No.—BR-7-0158

Pub Date Mar 72

Grant—OEG-3-7-000158-2037

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Articulation (Program), *Career Education, *Community Colleges, Conference Reports, Curriculum Design, Educational Trends, Information Systems, *Junior Colleges, *Leadership Training, Models, Post Secondary Education, Program Administration, Program Development, Secondary Education, Seminars, State Programs, Traffic Safety, Vocational Education

This 3-day seminar was specifically designed to acquaint state leaders with those trends in occupational education having direct and indirect implications for the post-secondary level and to provide a forum for identification and discussion of problems. Thus, 49 participants met and responded to presentations on the following topics: (1) "Improved Communications in State Administration of Vocational Education" by S.V. Martorana, (2) "Communications With the State Department of Vocational Education and Community-Junior Colleges" by J. E. Snyder, (3) "Secondary Schools and Community-Junior Colleges Vocational Education Articulation" by F.D. Lillie, (4) "Occupational Education Program Articulation Between the Community College and Baccalaureate Levels" by L. W. Bender, (5) "Articulation Between the Proprietary School and Public Schools" by W. Goddard, (6) "Career Education and the Community-Junior College" by R. Worthington, (7) "Career Education—An Educational Concept" by K. Goldhammer, (8) "School Based Comprehensive Career Education Model" by B. Reinhart, (9) "Comprehensive Information System for Occupational Education" by P.V. Braden, (10) "Highway Safety" by R. Daugherty, and (11) "Occupational Information for Curriculum Design and Revision" by F. Pratzner and J. Joyner. (JS)

ED 062 521 VT 015 021

Career Education: A Handbook for Implementation.

Maryland State Dept. of Education, Baltimore. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 72

Note—102p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HES 6/2-C18, \$5.55)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Board of Education Role, *Career Education, *Educational Improvement, Educational Needs, *Educational Philosophy, Guidelines, Leadership, *Manuals, *Program Development, Program Guides, Program Planning

Identifiers—*Program Implementation

Developed by educators with the help of an advisory group, this handbook was prepared for use with a film and slide presentation at a series of national conferences designed to familiarize decision makers with the nature and advantages of career education. Each of the four chapters of the handbook addresses a single question. In the first chapter, the concept of career education is defined and its components examined. The second explores the sources of dissatisfaction with education. A variety of programs throughout the country are described in the third chapter and a conceptual model of career education is offered. The fourth and longest chapter provides

guidelines in 10 action steps for use in implementing the program. Implementation must occur at two levels—the policy level and the instructional level, and state leadership bodies must take the responsibility for supporting implementation. No matter what the level, there are ten action steps which must be undertaken in four phases: (1) define the goals and sell the program, (2) organize resources, (3) implement the program, and (4) evaluate, improve, expand and maintain. These ten steps are described in some detail. (CD)

ED 062 522 VT 015 027

Guidelines for Physician's Assistant Programs in Illinois.

Chicago Area Allied Health Manpower, Ill.; Illinois State Inter-Agency Task Force on Health Manpower, Chicago.

Pub Date Oct 71

Note—60p.

Available from—The Interim Organization for Chicago Area Allied Health Manpower, 201 North Wells Street, Chicago, Illinois 60606

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, Certification, *Guidelines, *Health Occupations Education, Health Personnel, Occupational Mobility, Paramedical Occupations, *Physicians Assistants, *Program Development

Identifiers—Illinois

Developed by a 25-member committee representing health service institutions, educational institutions, manpower organizations, and professional groups, this publication contains guidelines for use in developing programs for physician's assistants. Suggestions are made for: (1) determining the role of the physician's assistant in relation to other health personnel, (2) defining the types and roles of physician's assistants, (3) recruiting and training the physician's assistant and associate, (4) career pathways for physician's assistants and other allied health workers, and (5) issues of licensure and/or certification. Several reactions to the guidelines are appended. (SB)

ED 062 523 VT 015 036

Summary of Ten Institutes: Training Professional Personnel Responsible for Vocational-Technical Education in Eastern Metropolitan Areas.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Disadvantaged Groups, *Institutes (Training Programs), Junior High Schools, *Leadership Training, *Metropolitan Areas, Program Administration, Program Coordination, Program Development, Research Utilization, Teacher Education, Technical Education, Vocational Counseling, *Vocational Education

Identifiers—Region I, Region II, Region III, Region IV, Region V

Ten short-term institutes, each concerned with a specific area of vocational education were offered during early 1970 in 10 metropolitan areas representing U.S. Office of Education regions I-V. Each institute was planned and administered by an institute director and each covered a topic within one of the following problem areas: (1) program administration, planning, and coordination, (2) teacher education and leadership training, (3) disadvantaged youth and adults, (4) guidance and placement, (5) new concepts in vocational education, and (6) research utilization. Complete reports on four of the institutes are available as ED 056 186, ED 055 244, ED 056 201 and VT 014 657 (RIE, June 1972). (JS)

ED 062 524 VT 015 037

Shenker, M.

Advisory Committees for Cooperative Education Programs.

Trenton State Coll., N.J. Dept. of Business Education.

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Business Education, Committees, *Cooperative Education, *Distributive Education, *Guides, Office Occupations Education, *Program Administration, School Community Relationship, School Industry Relationship

146 Document Resumes

Instructor-coordinators as well as administrators and program planners should find this guide useful in working with advisory committees on vocational education. Specifically, the purpose of the booklet is to discuss the use of advisory committees in the distributive education and cooperative office education areas. Major sections of the guide are: (1) Introduction, (2) Committee Composition, (3) Organization of Committee, (4) Operation of Committee, (5) Role and Function, (6) Evaluation, and (7) Conclusion. Included in the appendixes are agenda for the initial and regular committee meetings, suggested student recruitment and selection procedures, and information concerning various types of committees and their functions. (JS)

ED 062 525 VT 015 049
Annual Summary. Training and Technology Experimentation, Demonstration, and Utilization Program Activities (January 1-December 31, 1971).

Oak Ridge Associated Universities, Tenn.; Tennessee Univ., Knoxville; Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.

Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No.—AEC-40-157-68
Pub Date Jan 72
Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Vocational Education, Annual Reports, *Culturally Disadvantaged, Demonstration Programs, Demonstration Projects, Educational Experiments, *Federal Programs, Interagency Cooperation, Manpower Development, Manpower Utilization, Research Projects, Research Utilization, *Unemployed
Identifiers—TAT, Training and Technology

Directed primarily toward increasing utilization of industrial resources for training and development of disadvantaged persons, Training and Technology (TAT) activities for 1971 included: (1) development and implementation of experimental approaches to program development and operation, (2) technical support for university-conducted related research, (3) assistance to industry in utilization of TAT findings and concepts, (4) work with government contractors to develop employee training programs, and (5) analysis, assessment, and documentation of accomplishments and dissemination of this information to concerned manpower development organizations. Second priority projects are concerned with innovative approaches to regional manpower development, training for manpower personnel, and assistance in application of industrial manpower development concepts. (Author/BH)

ED 062 526 VT 015 050
Burns, William E.

Public Service Occupations in Career Education. Selected Excerpts and Recommendations of the National Advisory and Review Committee Public Service Occupations Curriculum Project. California State Dept. of Education, Sacramento. Vocational Education Services; State Univ. of New York, Buffalo.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jan 72

Grant—OEG-0-71-4780(357)

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Curriculum Design, *Curriculum Development, *Developmental Programs, Educational Needs, *Government Employees, Guidelines, Junior Colleges, Models, *Program Planning, Projects, Secondary Education, Vocational Education
Identifiers—*Public Service Occupations

In January 1972, a national advisory and review curriculum committee met at the U.S. Office of Education to: (1) review a report which was to serve as the framework within which the secondary level public service occupations curriculum would be developed, (2) discuss the general concepts and related issues in preparing individuals and/or groups for employment in public service, and (3) hold discussions focusing on six generic questions concerning project implementation. As a summary of that meeting, this report provides project staff and consultants with insights into the problems of career development for public service occupations, as well as solutions to those problems. The report is organized

around six key issues confronting project implementation. Also 36 specific recommendations and nine general recommendations have been identified to further assist in project management and implementation. (Author/JS)

ED 062 527 VT 015 055
Marland, S. P., Jr.

Career Education: Three Speeches by the Commissioner.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Pub Date Dec 71

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Innovation, Educational Needs, Models, *Program Development, Program Planning, *School Industry Relationship, *Speeches, Student Needs, *Vocational Education
Identifiers—Program Implementation

Included in this collection are speeches presented on the following occasions: (1) the NAM Joint Policy Committee Conference, Washington, D.C., November 11, 1971, (2) the Third Annual Conference of the Pennsylvania Personnel and Guidance Association, Pittsburgh, November 15, 1971, and (3) the Annual Convention of The American Vocational Association, Portland, Oregon, December 6, 1971. Titles of the speeches are: (1) "Education and Business—A Necessary Merger," (2) "Career Education—A New Frontier," and (3) "Career Education—300 Days Later." In addition to school industry relationship, other points discussed were: (1) the design of model programs, (2) development of strategies for implementing programs, and (3) actions taken in the Office of Education to support vocational education as the keystone of the career education arch. (JS)

ED 062 528 VT 015 057
Burt, Samuel M.

Strengthening Volunteer Industry Service to Public Education. A Basic Manual for School Administrators and Business Executives. A Staff Paper.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Sep 71

Note—40p.

Available from—The W. E. Upjohn Institute for Employment Research, 300 South Westledge Avenue, Kalamazoo, Michigan 49007 (\$5.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Responsibility, Coordinators, Educational Needs, *Guidelines, Manuals, *Motivation, *Program Development, Public Education, *School Community Cooperation, School Community Relationship, *School Industry Relationship, Services, Vocational Education, Voluntary Agencies, Volunteer Training
Industry involvement in volunteer service to public education requires long range planning and commitment on the part of both industry and education. Recognizing the need for closer cooperation, this manual was prepared for use by both businessmen and school administrators. Major sections of the handbook include: (1) The Variety of Volunteer Services, (2) Industry's Desire To Be Involved, (3) Factors Motivating Industry People, (4) Factors Motivating Industry Organizations, (5) Mutual Mistrust, (6) Breaking the Barriers to Cooperation, and (7) Conclusions. Discussed in the appendix is a legislated system of volunteer industry-education cooperation. (Author/JS)

ED 062 529 VT 015 059
Manpower Report of the President Including a Report on Manpower Requirements, Resources, Utilization, and Training.

Department of Labor, Washington, D.C.

Pub Date Mar 72

Note—291p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2900-0145, \$2.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Annual Reports, Culturally Disadvantaged, Employment Patterns, Employment Statistics, Equal Opportunities (Jobs), *Federal Programs, Government Role, Labor Supply, *Manpower Development, *Manpower Needs, *Manpower Utilization, Public Policy, Tables (Data), *Unemployment, Youth Employment
Identifiers—*Labor Force Participation

To provide full opportunity for all workers, efforts are underway to reform manpower programs and improve their effectiveness, and to develop a broader national manpower policy integrated into the overall economic policy for achieving the nation's economic and social objectives. This 10th annual report describes manpower problems and issues and explains the policies needed to achieve the human resources development goals which are part of an active manpower policy. Problem areas which are considered include: (1) Federal manpower policies, (2) employment and unemployment, (3) manpower programs, (4) youth unemployment, and (5) professional job market. (BH)

ED 062 530 VT 015 062
Pedone, Ronald J.

The Availability of Pupil Personnel Specialists to Public Schools, Fall 1968.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-72-35

Pub Date 71

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.220:20193; \$5.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Labor Supply, *Personnel Needs, *Pupil Personnel Services, *Pupil Personnel Workers, Resource Staff Role, School Surveys, Specialists, *Student Needs, Tables (Data)

Using data from the pilot School Staffing Survey, this report points out the availability of selected pupil personnel specialists for public elementary and secondary schools in cities with populations over 100,000 and in the rest of the nation. The specialists included are: (1) nurses, (2) speech therapists, (3) psychologists, (4) psychiatrists, (5) counselors, (6) social workers, (7) physicians, (8) dentists, (9) psychometrists, (10) dental hygienists, (11) physical therapists. Only the first three categories listed above were available to over half of the nation's public schools in fall 1968. Source tables support the data. (BH)

ED 062 531 VT 015 067
Payne, Albert V.

Administrative Factors and Actions in Initiating Two-Year Post High School Environmental Control Technology Programs. A Suggested Guide.

Mohawk Valley Community Coll., Utica, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jan 72

Contract—OEC-0-70-4280(399)

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Guides, Advisory Committees, Cooperative Programs, Curriculum Development, Educational Equipment, Educational Facilities, Educational Finance, *Environmental Education, Environmental Technicians, Faculty Recruitment, Job Placement, Personnel Selection, *Post Secondary Education, Program Administration, *Program Development, Student Personnel Services, Sub-professionals, *Technical Education, Technical Occupations

This publication was prepared to assist Federal, regional, state, and local administrators of post-secondary programs to prepare technicians for environmental control and related fields. Administrative concerns discussed in the guide include: (1) identifying a technological field and determining the need for a 2-year training program, (2) utilizing an advisory committee, (3) developing a curriculum, (4) determining facility and equipment requirements, (5) selecting the staff, (6) financing the program, (7) organizing a cooperative work program, (8) providing student personnel services, (9) organizing a placement service and provisions for followup of graduates, and (10) providing short, specialized programs. An example of factors considered and actions taken in initiating a water conservation program, a listing of scientific and technical societies, and a bibliography are also provided. (SB)

ED 062 532 VT 015 068
Papers Presented at a Conference on an EPDA Project Involving Fellowship Programs in Vocational Education (Columbus, Ohio, April 12-14, 1971).

Minnesota State Dept. of Education, St. Paul.
Div. of Vocational and Technical Education;
Office of Education (DHEW), Washington,
D.C. Bureau of Educational Personnel
Development.

Pub Date 71

Note—197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Curriculum Design, *Doctoral Programs, Federal Legislation, *Graduate Study, Internship Programs, Leadership Training, Practicums, Program Evaluation, Program Planning, *State Departments of Education, *Vocational Education Identifiers—*Education Professions Development Act, EPDA

This publication contains papers presented during a 2-day conference attended by institutional directors of fellowship programs and state directors of vocational education. Papers are: (1) "The Overall Rationale for a Doctoral Fellowship Program" by W. Loomis, (2) "The Status of Doctoral Programs in Vocational Education" by C. J. Schaefer, (3) "The Role of State Education Agencies in Advanced Study Programs in Vocational Education" by J. Struck, (4) "The Nature of Appropriate Internship and Practicum Activities for Advanced Study Programs in Vocational Education" by D. Bjorkquist, (5) "Planning and Evaluation of Advanced Study Programs in Vocational Education" by O. Legg, and (6) "Organization and Management of Curriculum for Doctoral Advanced Study Programs in Vocational Education" by H. Nelson. (SB)

ED 062 533 VT 015 069

Gaucher, G. Dale Willis, George E.

A Survey of Post-Secondary Vocational-Technical Teachers in Texas.

Texas A and M Univ., College Station. Coll. of Education.

Pub Date Jan 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Background, Educational Needs, *Inservice Teacher Education, *Junior Colleges, School Surveys, State Surveys, *Vocational Education Teachers Identifiers—*Texas

To determine the educational background and needs of vocational teachers in Texas junior colleges, and to ascertain their interest in further professional development, a statewide survey was conducted by the newly-established Office of Technical Assistance Programs at Texas A and M University. The responses indicate that the typical vocational educator in Texas junior colleges has at least a bachelor's degree and 5 years experience directly related to the area in which he teaches. Although the need for further professional development is recognized, changing teaching situations and 12-month contracts make this difficult. Short-range goals and a long-range statewide plan are provided to improve educational opportunities for vocational teachers. (BH)

ED 062 534 VT 015 071

Field, Frank L.

Information System for Vocational Decisions—On the Concept of Purpose.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ISVD-Proj-Rep-20

Pub Date Apr 69

Grant—OEG-1-6-061819-2240

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Career Planning, *Electronic Data Processing, Information Retrieval, Information Storage, *Information Systems, Job Placement, *Occupational Guidance, *Occupational Information, Theories, *Vocational Development

Identifiers—*Information System for Vocational Decisions, ISVD

The concept of purpose underlies the development of the Information System for Vocational Decisions (ISVD), which incorporates a computer-based interactive information system intended to facilitate realization of purpose. This report clarifies the psychological theory of the ISVD in a discussion of the evaluation of individual purpose and the nature and dynamics of purposeful action. (BH)

ED 062 535

Tiedman, David V.

Information System for Vocational Decisions—Project Report 16.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ISVD-Proj-Rep-16a-b

Pub Date Jul 68

Grant—OEG-1-6-061819-2240

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Career Planning, Careers, *Electronic Data Processing, *Information Systems, *Occupational Guidance, *Occupational Information, *Vocational Development, Vocational Education

Identifiers—*Information System for Vocational Decisions, ISVD

This report comprises two papers: "Can a Machine Develop a Career? A Statement About the Processes of Exploration and Commitment in Career Development," and "The Information System for Vocational Decisions: Description, Subsequent Development, and Implications." The first paper specifies an imitation career as a means of career development and defines processes of exploration and commitment in career development. The paper concludes that machines can only help an individual understand his career development; they cannot actually develop an individual's career. The second paper describes a computer-based Information System for Vocational Decisions, including planned expansion of both use and capabilities of the system. Educational, personal, and theoretical changes required to sustain the system are included and the potential future usefulness of the system in the expanding demands of vocational guidance is defined. A related document is VT 015 073 in this issue. (BH)

ED 062 536

Information System for Vocational Decisions. Miscellaneous Project Reports.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Grant—OEG-1-061819-2240

Note—303p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Career Choice, Career Planning, Decision Making, *Electronic Data Processing, Information Retrieval, Information Storage, *Information Systems, Job Placement, *Occupational Guidance, *Occupational Information, *Vocational Development

Identifiers—*Information System for Vocational Decisions, ISVD

This document is a collection of project reports from the Information System for Vocational Decisions (ISVD), which is designed to meet the vocational needs of users from kindergarten through retirement by providing occupational facts and/or data which can be converted into vocational information. The project reports cover such concepts as organization, rationale, goals, implications, occupational forecasting, electronic data processing, guidance machines, and decision-making. The technical memorandum, "Forecasting for Computer Aided Career Decisions: Survey of Methodology" is included in the collection. A related document is VT 015 072 in this issue. (BH)

ED 062 537

Annual Report (1 June 1966-31 May 1967). Information System for Vocational Decisions.

Harvard Univ., Cambridge, Mass. Graduate School of Education; New England Education Data Systems, Cambridge, Mass.; Newton Public Schools, West Newton, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 67

Grant—OEG-1-061819-2240

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Choice, Career Planning, *Electronic Data Processing, Information Retrieval, Information Storage, *Information Systems, Job Placement, *Occupational Guidance, *Occupational Information, *Vocational Development, Vocational Education

VT 015 072

Identifiers—*Information System for Vocational Decisions, ISVD

Designed to meet the vocational needs of users from kindergarten through retirement, the Information System for Vocational Decisions (ISVD) provides occupational facts and/or data which can be converted into vocational information. This annual report describes the first year of development of a prototype of the ISVD, the completion of which is expected to require over 3 years. Organization and results are reviewed for the three general areas in which the initial work was conducted: (1) development of a computer-based data system, (2) development of a training program in vocational decision-making, and (3) study and assessment of the system. (BH)

ED 062 538

Young Workers: A Forgotten Group.

Kansas State Univ., Wichita.

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date 71

Note—96p.; Report of the Wichita State Univ. Occupations Workshop (Wichita, Kans., May 31-June 5, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling Effectiveness, Counseling Goals, Counselor Functions, *Counselors, *Entry Workers, *Information Needs, *Inservice Teacher Education, Occupational Information, *Teacher Workshops, Young Adults, Youth Employment

This 6-day workshop on young persons entering the labor market directly after high school was designed to aid counselors in testing their assumptions and knowledge about the entry-level labor market against the experience of recent Kansas high school graduates. The workshop was divided into three stages: model building, data collection, and synthesis. Data were collected in interviews with entry-level workers. The workshop demonstrated that: (1) This type of format could be valuable for inservice training of other groups, (2) The "man on the street" interviews which were conducted were a new and valuable experience for the participants, (3) Counselor role and function overemphasized academic orientation, and (4) Entry-level workers generally had inadequate career information. (BH)

ED 062 539

Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972).

American Educational Research Association, Washington, D.C.

Pub Date Apr 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Conference Reports, Curriculum Development, *Educational Strategies, *Models, *Program Development, *Program Planning, School Community Relationship, School Industry Relationship, Speeches, Vocational Education Identifiers—AERA, American Educational Research Association, *Program Implementation

Three of the papers in this collection present the separate models—school based, employer based, and home-community based. Titles of the five papers are: (1) "Facts and Fantasies of Career Education" by Gordon I. Swanson, (2) "Strategies for Implementing Career Education: A School Based Model" by Aaron J. Miller, (3) "Employer Based Career Education (EBCE)—A Model Developed At The Far West Laboratory For Educational Research and Development" by Bela H. Banathy and Robert M. Peterson, (4) "The Home-Community Based Model (Model Three) Of The U.S. Office Of Education's Career Education R&D Program—A Synopsis" by Cornelius F. Butler, and (5) "A Summary Of A Rationale For Education For Work" by Jerome Moss, Jr., Brandon Smith, and George Copa. Two points covered in the speeches that may be of special interest to program planners are the basic career education elements and the career education curriculum model. (JS)

ED 062 540

Career Education: Papers presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 5, 1972).

VT 015 080

American Educational Research Association,
Washington, D.C.

Pub Date 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Vocational Schools, *Curriculum Development, Disadvantaged Youth, Educational Change, *Enrollment Influences, *Negroes, Post Secondary Education, Problem Solving, Program Effectiveness, Secondary Grades, *Simulation, Speeches, Teacher Workshops, Vocational Education

Identifiers—AERA, American Educational Research Association

This document is a collection of three papers: (1) "Some Variables Why So Few Black High School Graduates Attend Post-High School Area Vocational Schools," by Max Fanning, (2) "The Role of Simulation in Teaching Complex Problem Solving Skills," by Curtis R. Finch and Patrick A. O'Reilly, and (3) "Investigation of the Effectiveness of a Design to Initiate Curriculum Change," by Mary Bach Kievit. Fanning concludes that two variables have influenced the low enrollment rate of blacks: (1) negative attitudes toward blue collar employment, and (2) lack of knowledge about post-secondary area vocational schools. Finch and O'Reilly analyze the effectiveness of dynamic simulation as a means of teaching troubleshooting and discuss several implications for state-level vocational education planning, local utilization of simulators, and minimization of individual differences between students. Kievit considers a design for curriculum change based on teacher workshops. (BH)

ED 062 541 08 VT 015 081

Riccobono, John A. Cunningham, J. W.

Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—Cen-Res-Monog-8

Bureau No—BR-7-0348

Pub Date 71

Grant—OEG-2-7-070348-2698

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activities, Curriculum Development, Developmental Programs, *Factor Analysis, *Job Analysis, *Occupational Clusters, Occupational Information, Performance Factors, Program Development, *Taxonomy, Vocational Education, *Work Environment

Identifiers—OAI, Occupational Analysis Inventory, *Work Dimensions

This study represents one phase of a broader research project designed to develop and test the Occupation Analysis Inventory (OAI). The specific objective of the present investigation was to systematically derive a comprehensive set of work dimensions that could be used in describing and classifying jobs for educational purposes. The OAI was applied to a sample of 400 jobs representative of the percentages of jobs in the major occupational categories of the "Dictionary of Occupational Titles." Duplicate ratings were obtained on a subsample of 134 jobs for reliability purposes. Seven separate principal components factor analyses were performed within groups of items corresponding to the following sections of the OAI: (1) Information Received, (2) Mental Activities, (3) Physical Work Behavior, (4) Representational Work Behavior, (5) Interpersonal Work Behavior, (6) Work Goals, and (7) Work Context. The item reliabilities obtained were, for the most part, acceptable. The results of the seven sectional factor analyses were found to be generally meaningful; of the 81 factors emerging from these analyses, 77 were interpreted. Some potential applications of the OAI dimensions were also discussed. It was noted, however, that both the stability and utility of these dimensions remain to be demonstrated. A related study is VT 015 084. (Author/JS)

ED 062 542 08 VT 015 083

Cunningham, J. W. And Others

The Development of the Occupation Analysis Inventory: An "Ergonomic" Approach to an Educational Problem.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—Cen-Res-Monog-6

Bureau No—BR-7-0348

Pub Date 71

Grant—OEG-2-7-070348-2698

Note—176p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ability Grouping, *Ability Identification, Career Education, Educational Planning, *Human Engineering, Jobs, *Occupational Clusters, Occupational Information, *Psychometrics, Taxonomy, Tests

Identifiers—OAI, *Occupation Analysis Inventory

The recent emphasis on career education accentuates the problem of transforming and organizing information work domain into information that can be applied to educational problems. A comprehensive taxonomy of human work and accompanying measurement devices suitable for educational purposes is needed. This report describes a systematic procedure for describing, comparing, and grouping jobs and occupations for educational purposes. Emphasis is on the ergonomic approach, with its application of psychometrics to the study of human work. As the first phase in a program to promote articulation between the educational and work domains, the Occupation Analysis Inventory provides: (1) conceptual structure, (2) work elements with widespread applicability, (3) tests in the cognitive, psychomotor, and affective domains, and (4) scaling procedures providing for quantitative job descriptions. (BH)

ED 062 543 08 VT 015 084

Riccobono, John A. Cunningham, J. W.

Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—Cen-Res-Monog-9

Bureau No—BR-7-0348

Pub Date 71

Grant—OEG-2-7-070348-2698

Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activities, Curriculum Development, Developmental Programs, *Factor Analysis, *Job Analysis, *Occupational Clusters, Occupational Information, Performance Factors, Program Development, *Taxonomy, Vocational Education, *Work Environment

Identifiers—OAI, Occupational Analysis Inventory, *Work Dimensions

This study represents one phase of a broader research project designed to develop and test the Occupation Analysis Inventory (OAI). The study is basically a replication of an earlier study which derived a set of work dimensions for classifying jobs for educational purposes. Using a new sample of 400 jobs, the present study is designed to determine the stability of the originally derived factor structure and to derive first- and higher-order factors from the OAI ratings of a combined sample of 814 jobs. Evidence of factorial stability was obtained through factor comparisons across the two samples. Although the results were comparable to those obtained in the earlier study, they were not as favorable as expected. Factors derived from the combined sample were found to be more stable than those obtained from the two smaller samples. Factor analyses of seven groups of OAI work elements yielded 90 first-order factors, 88 of which were interpreted. Factor analysis of the first-order factors produced 22 interpretable higher-order factors. It was noted that the factors obtained are subject to a different interpretation than those obtained in the earlier study, in which OAI items were intercorrelated on the basis of estimated attribute-requirement profiles. A related study is VT 015 081. (Author/BH)

ED 062 544 08 VT 015 085

Moore, Allen B. King, Sue J.

Problem Areas in Occupational Education for the 1970's.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—Occas-Pap-12

Bureau No—BR-7-0348

Pub Date 72

Grant—OEG-2-7-070348-2698

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Career Planning, Curriculum Development, *Educational Administration, Educational Finance, *Educational Problems, Instructional Improvement, Management Systems, *Manpower Development, Manpower Needs, Program Evaluation, *Program Planning, Vocational Counseling, *Vocational Education

In a study undertaken to identify and classify some of the pressing problems in occupational education, a total of 1,007 occupational educators in the United States and territories were contacted for comments in spring and summer 1971. Based on a modified content analysis of 200 responses the major problem areas were identified, including: (1) creating and maintaining a favorable climate for occupational education, (2) developing planning and management systems and obtaining and allocating resources, (3) assessing the process and product of occupational education, (4) improving curriculum and instructional systems, (5) providing adequate professional development for occupational education, (6) providing assistance in career planning, and (7) translating manpower demands and individual needs into occupational education programs. The study report contains a description of the problem areas and their major components, and includes selected quotes from individual respondents. (JS/Author)

ED 062 545 VT 015 211

A Secondary Pre-Vocational Curriculum Guide for Teachers of the Educable Mentally Retarded.

Atlanta Public Schools, Ga.

Report No—CVTE-B-30-33

Pub Date 70

Note—172p.; PAES Collection

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Bibliographies, *Career Education, *Curriculum Guides, *Educable Mentally Handicapped, Educational Resources, Evaluation Techniques, Instructional Aids, Integrated Curriculum, Learning Activities, Models, *Prevocational Education, Resource Guides, Secondary Grades, *Special Education, Student Evaluation, Teaching Guides

Identifiers—Beginning Competence, Career Awareness, Economic Awareness, Employment Skills

Prepared by a committee of eight secondary special education teachers, this curriculum guide is designed for secondary teachers who have specialized training in the area of mental retardation. It provides suggested techniques and resources for planning and implementing programs for a 4-quarter school year that will help the mentally retarded secondary student acquire the knowledge, skills, and attitudes necessary to become a well-adjusted, contributing member of his community. The guide contains a complete listing of courses (English, mathematics, social studies, and prevocational and vocational information) for grades 8-12, and the content to be covered in each course is outlined along with specific behavioral objectives and a limited number of instructional procedures. Also included are sections on instructional resources, teaching aids, and evaluative techniques. To aid the teacher in lesson planning and evaluating student progress, an instructional model composed of a behavior, content, and evaluation domain is discussed, diagrammed, and operationalized. This model emphasizes assessing competencies prior to instruction and analyzing the instructional task in light of these competencies. Teachers are also encouraged to use the guide, "Helping Children Reach Their Potential." (SB)

ED 062 546 VT 015 241

Kramer, Lucy M., Ed.

Inventory of Federal Programs that Support Health Manpower Training, 1970. Health Manpower Clearinghouse Series.

National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No—DHEW-Pub-NIH-72-146

Pub Date Nov 71

Note—102p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (20.314/3: IM 8/970, \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Directories, *Federal Programs, *Health Occupations, *Manpower Development, Program Guides

This guide lists 144 Federal programs through which health manpower training was supported in fiscal year 1970. Each listing provides: (1) organization, (2) legislation, (3) program, (4) type of aid, (5) level of education, (6) institutions or individuals supported, and (7) funding. (BH)

ED 062 547 VT 015 242

Policies and Procedures of Accreditation for Programs in Nursing Education: Associate Degree Programs; Baccalaureate and Higher Degree Programs; Diploma Programs, and Practical Nursing Programs.

National League for Nursing, New York, N.Y.

Report No.—NLN-Pub-14-1437

Pub Date 72

Note—26p.

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (Publication Number: 14-1437, \$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Evaluation Criteria, *Evaluation Techniques, *Health Occupations Education, *Nursing, Policy, Practical Nursing, Self Evaluation

Identifiers—Accreditation Visitation

Information pertaining to the accrediting program of the National League for Nursing (NLN) is organized in three major areas: (1) an introduction to the NLN accrediting program in nursing education, and the principles and purposes of NLN accreditation, (2) accrediting policies, procedures, and criteria, including a discussion of the role of faculties, advisory committee members, and councils of agency members in the accrediting process, and (3) policies and procedures in the accrediting process. The process of accreditation is further described in terms of: (1) determination of eligibility, (2) initiation of the process, (3) self-evaluation study and writing of the self-evaluation report, (4) accreditation visit, (5) evaluation by the appropriate board of review, (6) continuing self-evaluation and ongoing program development, (7) a listing of accredited programs, and (8) confidentiality of accreditation information. This is a revision of ED 032 422. (SB)

ED 062 548 VT 015 243

Emergency Health Services Selected Bibliography. Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Report No.—Emerg-Health-Ser-A-1

Pub Date 70

Note—165p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (20.2013: A-1, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Accidents, *Annotated Bibliographies, *Emergency Programs, *First Aid, *Injuries, *Medical Services, Safety, Visual Aids

This annotated bibliography contains books, journal articles, visual aids, and other documents pertaining to emergency health care, which are organized according to: (1) publications dealing with day-to-day health emergencies that occur at home, work, and play, (2) documents that will help communities prepare for emergencies, including natural disasters and nuclear war, (3) films and slides on disaster care and training kits for medical self-help, and (4) sources of catalogs, bibliographies, and publication lists that include material on disaster care and day-to-day emergencies. Listed alphabetically by title, each entry contains: (1) a title number, keyed to a subject index, (2) a publication number if known, (3) name of producer, author, or editor, (4) publisher, date of publication, and number of pages, (5) availability of free copies or sales stock, (6) brief annotation, (7) intended user audience, and (8) name and address of the publication's source. A listing of non-government and government sources is appended. (SB)

ED 062 549 VT 015 244

DePetro, Henry

"Operation Bridge"—An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. First Interim Report.

Aims Community Coll., Greeley, Colo.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—P-0-361-0120

Pub Date 25 Feb 72

Contract—OEC-0-71-0526

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Cooperative Programs, Curriculum Development, *Developmental Programs, *Disadvantaged Youth, Dropouts, Educational Innovation, Inservice Education, Job Placement, *Skill Centers, Tutorial Programs, *Vocational Counseling, Vocational Education

Identifiers—Aims Community College, Career Awareness, Operation Bridge

Planned as a cooperative program between Aims College and a local school district, the exemplary program Operation Bridge will represent a comprehensive approach to the vocational needs of disadvantaged youths with a program aimed mainly toward Chicano youths from economically underprivileged families. Project features are to include: (1) providing intensive vocational counseling based on the total family unit, (2) providing a broad occupational orientation for students-K-12, (3) providing intensive tutorial assistance for all pre-vocational and vocational students participating in Operation Bridge, (4) developing a work experience program, and (5) providing job placement and followup. Results of the first year's operations include in-service training for teachers and the development and use of career exploration packages for Grades K through 6 in the pilot school district. Major recommendations are: (1) that a career skill center be implemented to give students the opportunity to explore vocational areas, (2) expansion of the program, and (3) increased utilization of advisory personnel. (JS)

ED 062 550 VT 015 245

Doctoral Dissertations on Transportation, 1970. A Bibliography.

Northwestern Univ., Evanston, Ill.

Pub Date Jul 71

Note—21p.

Available from—Transportation Center, Northwestern University, 1818 Hinman Avenue, Evanston, Illinois 60204 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Doctoral Theses, Traffic Control, *Transportation

The third issue of this dissertation bibliography lists 283 doctoral theses in transportation, most of which were completed in 1969-1970. In addition to various aspects of transportation, the bibliography covers traffic analysis, urban travel analysis, and physical distribution. Entries include University Microfilms order number when available. A cumulated rank-order of U.S. universities by number of references, a geographic index, a subject index, and a cumulated author index are included. (BH)

ED 062 551 VT 015 246

Harper, Maxwell Pell, Arthur R.

Starting and Managing an Employment Agency. Small Business Administration, Washington, D.C.

Pub Date 71

Note—124p.; The Starting and Managing Series, Volume 22

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (4500-0109, \$70)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Business Administration, Employment Interviews, Employment Services, *Job Placement, Labor Laws, *Management Education, *Manuals, Records (Forms), *White Collar Occupations

Identifiers—*Employment Agencies, Small Business Administration

Developed as part of the Starting and Managing Series, this manual on managing employment agencies is primarily concerned with the placement of clerical, professional, technical, executive, and administrative personnel. Specific topics discussed in the manual are: (1) What Is An Employment Agency? (2) Is This The Right Business For You? (3) Getting Started—Three Alternatives, (4) Starting Up, (5) Forms and Systems, (6) Obtaining Job Orders From Employers, (7) Getting Applicants To Fill Your Job Orders, (8) Interviewing Applicants, (9) Placing Applicants, (10) Agency Fees and Accounting, (11) Select-

ing, Training, and Compensating Counselors, (12) State Laws Regulating Employment Agencies, (13) Fair Employment Practices, and (14) Where To Get Further Information. Included throughout the manual are examples of work forms useful in managing an employment agency. (JS)

ED 062 552 08 VT 015 248

Neeb, Robert W. And Others

Human Attribute Requirements of Work Elements: Further Development of the Occupation Analysis Inventory.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—Cen-Res-Monog-7

Bureau No.—BR-7-0348

Pub Date 71

Grant—OEG-2-7-070348-2698

Note—200p.; Report Number 4 of the Ergometric Research and Development Series

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ability Grouping, *Ability Identification, Cognitive Ability, *Individual Characteristics, Needs, Psychomotor Skills, *Skill Analysis, *Vocational Interests

Identifiers—ARI, Attribute Requirement Inventory, OAI, *Occupational Analysis Inventory

As part of a research framework for a program to improve articulation between the educational and work domains of society, this report describes an attempt to link descriptions of work activities and conditions contained in an Occupation Analysis Inventory (OAI) with certain defined human attributes in the cognitive, affective, and psychomotor domains. The study provides attribute-requirement estimates for the work elements in the OAI, derives basic work dimensions from the attribute-requirement profiles of the OAI work elements, and determines the stability of the resulting OAI dimensions. The application of this research can help to provide counselors with a solid framework for helping students make career decisions. (BH)

ED 062 553 VT 015 270

Conroy, William G., Jr.

An Integrated State and Local Management and Information System for Occupational Education in Massachusetts. A Monograph.

Massachusetts State Dept. of Education, Boston.

Pub Date Nov 71

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, Cost Effectiveness, Decision Making, Educational Accountability, Feedback, *Information Systems, *Management Systems, Program Development, Program Evaluation, State Programs, *Systems Development, *Vocational Education

Identifiers—Massachusetts

To enable vocational educators to evaluate programs and account for the use of allocated resources, this monograph describes a rational decision-making process based on the Input, Process, Product, Impact conceptual structure for occupational education. In a rational management process, all management behavior is consistent with specified objectives and goals, which are modified in light of performance over time. Such a process is dependent upon a continuous flow of information which describes the goals and objectives of occupational education, the degree to which they are accomplished, and the elements which contribute to their accomplishment, all available in terms of cost, forming a foundation for accountability. The Management Information System for Occupational Education in Massachusetts is described in the document as it relates to the proposed system. (JS)

ED 062 554 VT 015 272

Tapman, Muriel Shay

Two Million Without Skills.

Office of Education (DHEW), Washington, D.C.

Bureau of Educational Personnel Development.

Pub Date Feb 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Educational Opportunities, *Federal Laws, Government Role, *Handicapped Children, Handicapped Students, Interagency Coordination, Skill Development, *Vocational Education

Identifiers—Education of the Handicapped Act, Education Professions Development Act, Vocational Education Amendments of 1968

Nearly 2 million handicapped children will be leaving school by 1977 without skills necessary for productive participation in society. This paper considers some of the problems which have arisen in implementing a commitment to vocational education for the handicapped, and reviews the relevant Federal laws. The discussion of the laws points out questions which must be answered before the Federal commitment to vocational education for the handicapped can be considered entirely successful. The overall conclusion is that a communications gap exists within the agencies responsible for implementation of the legislation. (BH)

ED 062 555 VT 015 273

Shultz, Fred A. Terry, H. Robert

Selected Aspects of Vocational Image as Perceived by a Public Categorized by Occupational Levels. Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date 31 Aug 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Doctoral Theses, *Educational Attitudes, Interviews, Opinions, *Perception, Professional Personnel, *Public Opinion, Skilled Workers, Tables (Data), Unskilled Workers, *Vocational Education

Identifiers—Oklahoma

In six north-central Oklahoma cities, representatives from professional, technical, skilled, semiskilled, and unskilled occupations were interviewed to determine their perceptions of the image of vocational education in Oklahoma. Findings for the seven specific research objectives included: (1) Concerning the adequacy of available vocational education offerings, the overall mean response indicated that, as a group, the respondents neither agreed nor disagreed, although analysis of variance revealed significant differences across interview sites, and (2) Concerning the quality of programs, professional workers responded at the highest level, unskilled workers at the lowest level, and analysis of variance revealed significant differences among the responses of the group at the .05 level. No statistically significant differences were found for the other objectives, which concerned perception of: (1) whether vocational education programs are able to benefit students of all ability levels (favorable response), (2) alignment of programs with local industry needs (neutral response), (3) vocational education as compared with the rest of education (favorable response), (4) whether programs achieve the objective of education for gainful employment (favorable response), and (5) dissemination of information on opportunities (neutral response). This narrative and tabular summary of research findings is based on a doctoral thesis, announced as Ed 055 184. (CD)

ED 062 556 VT 015 279

Training of Medical Assistants and Similar Personnel.

World Health Organization, Geneva (Switzerland).

Report No.—WHO-TR-385

Pub Date 68

Note—32p.; Report of the WHO Expert Committee on Professional and Technical Education of Medical and Auxiliary Personnel (17th, Geneva, Switzerland, Sept. 4-8, 1967)

Available from—Columbia University Press, 136 South Broadway, Irvington-on-Hudson, New York, N.Y. 10533 (\$60)

Document Not Available from EDRS.

Descriptors—Conference Reports, *Educational Programs, Foreign Countries, *Guidelines, *Health Occupations Education, Manpower Development, Manpower Needs, Manpower Utilization, Medical Assistants, *Physicians Assistants, *Program Development

The 12-member WHO Expert Committee on Professional and Technical Education of Medical and Auxiliary Personnel met during a 4-day conference in Geneva, Switzerland, to review experience to date, including surveys made by consultants in 1965 and 1966, and to make recommendations on the training and utilization of medical assistants and similar personnel whose duties include limited responsibility for diagnosing treatment of patients. During the conference, the committee: (1) attempted to define "medical

assistant" in terms of existing practices in various countries, and (2) examined the differences in general education requirements needed to pursue technical training. In addition, the committee developed guidelines for: (1) determining the need for auxiliaries in medicine, (2) training medical assistants, including recruitment and selection of trainees, establishing training objectives, determining program content and location, selecting training staff, and evaluating trainees and the program, and (3) utilizing medical assistants. Examples of functions performed by medical assistants in two countries and sample training programs in six countries are appended. (SB)

ED 062 557 08 VT 015 291

[Municipalities as a Model for New Careers and Redirection of Vocational-Technical Education Programs.] Final Report.

Institute for Local Self Government, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0192

Grant—OEG-0-8-070192-2375(085)

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, Employment Opportunities, Human Services, Local Government, Manpower Needs, *Models, *Municipalities, *Program Development, Social Services, State Government, *Technical Education, *Vocational Education

Identifiers—New Careers, Public Services

To meet the manpower needs of local governments, the model developed for this project redirects national and technical education toward new careers programs. Designed by task forces of professional personnel, the model utilizes existing local government resources, including funds for new career activities. Accomplishments of the project include: (1) overcoming the persistent manpower shortages in the local government public service, (2) creating jobs with both permanence and possibility of advancement, (3) improving the quality and quantity of service for urban residents, (4) increasing the use of professional, administrative and technical personnel time on those tasks which best utilize their scarce competences, (5) utilizing the vocational and educational system of California in a planned phased manner to obtain desirable goals, and (6) institutionalizing and evaluating the results in one local government and one organization composed of nearly 100 local governments. (Author/JS)

ED 062 558 VT 015 348

Worthington, Robert M. Hitt, Homer L.

Papers Presented at the Research Coordinating Unit Directors Conference (7th, New Orleans, La., March 22-23, 1972).

Pub Date Mar 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Career Education, Educational Research, *Higher Education, Research and Development Centers, *Research Coordinating Units, *Speeches, Student Needs, *Vocational Education

This publication contains two papers presented during a conference for research coordinating unit (RCU) directors. "The RCU's Role in Implementing the Career Education Concept" by R.M. Worthington, discusses several functions that can be accomplished by RCUs, including: (1) disseminating information about career education, (2) providing consultative services and technical assistance to local districts, (3) helping local districts design evaluation plans, (4) designing and sponsoring research and development projects to develop, test, and validate instructional materials and program components for career education, and (5) planning, coordinating, and managing the states' overall research, development, and pilot testing effort in career education. "Vocational Education: Our Common Opportunity" by H.L. Hitt, traces the changes that have occurred in higher public education since the 1800's, argues that a great majority of students are poorly prepared for the standard college curriculum, and suggests that colleges and universities can either restrict their enrollments to those who demonstrate academic preparation and promise or can restructure their curriculum to provide for the needs of all students. (SB)

ED 062 559

VT 015 372

Tanner, Libby A.

An Interdisciplinary Educational Project in Comprehensive Family Health Care. Final Report. Miami Univ., Coral Gables, Fla. School of Medicine.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-D-067

Pub Date 28 Feb 72

Grant—OEG-4-71-0020

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Innovation, *Family Health, *Interdisciplinary Approach, *Medical Education, Nursing, *Pilot Projects, Professional Education, Program Development, Social Work, Student Attitudes, *Team Training

To develop skills and understanding of interdisciplinary teamwork, the University of Miami's Department of Family Medicine and the School of Nursing conducted a project involving 10 teams of medical, nursing, and social work students. The primary objectives of the project were: (1) to instill and maintain positive attitudes in student physicians, nurses, and social workers toward interdisciplinary teamwork in the delivery of comprehensive health care, and (2) to increase mutual understanding of the differing orientations and skills of these professions. Based on data collected by such means as closed-circuit television and objective testing, significant differences between experimental and control groups were not revealed. However, the comparison group showed some significantly less favorable attitudes toward certain concepts. Subjective evaluations from students, preceptors, and families indicated project success. The study points to the need for more opportunities for student teams to work together early in their professional education and has implications for curricular modifications in health professional schools. Evaluation forms are appended. (JS)

ED 062 560

VT 015 373

Jelden, D.L., Ed.

Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education.

American Council on Industrial Arts Teacher Education, Washington, D.C.; American Industrial Arts Association, Washington, D.C.; University of Northern Colorado, Greeley.

Pub Date 25 Mar 72

Note—514p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Abstracts, *Annotated Bibliographies, Coordinate Indexes, *Doctoral Theses, *Educational Research, Indexes (Locators), Industrial Arts, *Industrial Education, Reference Materials, Technical Education, Trade and Industrial Education

More than 400 abstracts of dissertations in this latest supplement are listed alphabetically by author in a loose leaf arrangement. This document and the two previous compilations (ED 037 583 and ED 049 391) are designed to provide the teacher, student, and administrator of industrial arts, trade and industrial education, and technical education programs a single source of information regarding the research done in the field from 1930 to the present. Each abstract includes: author, title, degree, date, and granting institution. Most of the abstracts list availability of the document, purpose of the study, sources of data, methods of study, and findings and conclusions. Also included is: (1) a complete alphabetical listing of all abstracts by author and date, (2) an index for dissertation abstracts in industrial arts, (3) a list of abstracts, provided by computer search, of studies classified by single descriptor headings, and (4) a list of abstracts identified in searches using two or three descriptors. Additional supplements are planned on an annual basis. (GEB)

ED 062 561

VT 015 381

Summer Youth Employment Guide.

Manpower Administration (DOL), Washington, D.C.

Report No.—Exper-Demon-Find-10

Pub Date 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, Admission Criteria, *Career Education, Developmental Programs, Instructional Staff, Job Development, Job Placement, Program Administration, Program Descriptions, Program Development, *Program Guides, Program Planning, Secondary Grades, *Summer Programs, *Youth Employment

Identifiers—Career Awareness

This 2-part experimental and demonstration project report is based on research and analysis conducted by the Center for Urban Programs at St. Louis University. Part I, which is derived from observations of summer youth employment programs in several cities, describes a general program guide for operating future summer youth employment programs. Guidelines are outlined for: (1) overall organization and coordination, (2) overall timing, (3) staff and training, (4) job development, (5) recruiting and selecting youth, (6) orienting youth, (7) referral and placement, (8) evaluation and final report, and (9) planning the next summer program. The guide recommends that operations start approximately 6 months before the end of the school year, which necessitates early funding so that staff for each phase can be hired. Also, successful application of the model program would be enhanced if small teams of Labor Department personnel could provide technical assistance. Part II briefly summarizes the summer employment activities in St. Louis, Phoenix, and New Haven, highlighting the main program elements and differences between the programs. An outline of a youth orientation program and a suggested summer program for 14-15 year olds are appended. (SB)

ED 062 562 VT 015 382

Kern, Richard P. Caylor, John S.

Analyses of WIN Team Functioning and Job Requirements. Phase I: Duties and Tasks Performed by Teams and Team Members.

Human Resources Research Organization, Monterey, Calif. Div. 3.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—HumRRO-TR-71-19

Pub Date Aug 71

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Counselors, Educational Background, *Employment Programs, Federal Programs, *Job Analysis, Personnel Management, *Professional Personnel, *Social Welfare, Task Performance, *Vocational Counseling, Vocational Rehabilitation, Welfare Recipients

Identifiers—WIN, *Work Incentive Program

The team staffing patterns and the experience, education, and training backgrounds of the staff of 51 Work Incentive Program (WIN) teams are described. Current team functioning is described for these teams in terms of how they proportion their time over the major duty areas identified in the Job Activities Inventory developed for this study. In addition, performance of each of the five basic team member positions is described in terms of how each proportions time over the duties and tasks performed. Performance of the respondents of each of these basic team member positions in tasks directly involved in caseload decision making is identified. (Author)

ED 062 563 VT 015 387

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—18,447p.

EDRS Price MF-\$58.08 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Clearinghouses, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, Information Retrieval, Information Storage, *Instructional Materials, *Microfiche, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in Volume 5, Number 2 (VT 015 409) of "Ab-

stracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 062 564 VT 015 388

Conceptual Framework for Homemaking Education in Texas.

Texas Education Agency, Austin. Dept. of Occupational and Technical Education; Texas Tech. Univ., Lubbock. School of Home Economics.

Note—90p.

Available from—Home Economics Instructional Materials Center, Texas Tech University, P. O. Box 4067, Lubbock, Texas, 79409

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Course Content, *Curriculum Development, *Curriculum Guides, Home Economics Education, *Homemaking Education, Models, Program Content, *Program Planning

Identifiers—Texas

Developed through a study of concepts and subconcepts included in a number of instructional materials and evaluated by state education agency personnel and homemaking teachers, this framework is designed to aid the teacher in planning local homemaking programs and in developing local curriculum guides. Vocational home economics in Texas consists of programs for in-school youth and adults. Programs for in-school youth include: (1) sequence courses of Home Economics I-IV, (2) semester courses in child development, consumer education, home and family living, home furnishings, home management, and home nursing, (3) occupational training in home economics related occupations, (4) summer programs, (5) home experiences, and (6) Future Homemakers of America. Programs for adults include organized classes in both homemaking and occupational education and the Young Homemakers of Texas organizations. Following a brief overview of vocational home economics, the remainder of the publication is devoted to the framework which is presented in outline form to show content by scope and sequence for Homemaking I-IV and the semester courses. (SB)

ED 062 565 VT 015 401

World of Work Career Motivation. Curriculum Guide for Grades K-6. Ohio's Career Continuum Program.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 72

Note—283p.

Available from—Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (\$3.50; discount for quantity)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, Bibliographies, *Career Education, Educational Resources, Elementary Grades, Learning Activities, *Occupations, Resource Guides, *State Curriculum Guides, Student Motivation, Teaching Guides, Teaching Procedures

Identifiers—Attitude Appreciations, Career Awareness, Educational Awareness, Self Awareness

Prepared largely by representatives of Pilot Career Motivation programs from nine Ohio school districts during a summer workshop and subject to correction, revisions, and additions by teachers, this curriculum guide is intended to assist the elementary teacher in implementing a career motivation program, which is the first phase of a 3-phase career development program and stresses the goals of awareness, appreciation, and motivation. Divided into three color-coded sections by grade level (K-2, 3-4, and 5-6), topics and objectives have been developed for three of the seven broad career development areas, including The Individual and His Environments, World of Work, and Self. Four additional areas will be developed. Each major career area is comprised of a series of units containing the following components: (1) developmental objectives for awareness, appreciation, and motivation

levels, (2) behavioral objectives for cognitive, affective, and psychomotor domains, (3) activities which can be classified into levels (vicarious, simulated, and actual experience), integrated into the curriculum, or identified as student units (independent, small group, or class), (4) sample lesson plans, (5) a coding grid which provides a reference to the suggested activities numbered in the units. A bibliography provides resources for teacher and child use. (SB)

ED 062 566 VT 015 403

Hird, H. Richard Strang, Alan T. Characteristics of Graduates and Dropouts from Government-Sponsored On-the-Job Training Programs.

Department of Labour, Ottawa (Ontario). Economics and Research Branch.

Pub Date Feb 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demography, Dropout Characteristics, Educational Background, Family Characteristics, *Federal Programs, Foreign Countries, Individual Characteristics, *On the Job Training, *Participant Characteristics

Identifiers—Ontario

This report identifies the demographic and economic characteristics of participants in government-sponsored on-the-job training projects in Ontario, and investigates possible relationships between these characteristics and success in training. The experience of over 1,200 trainees in 16 projects indicates that successful trainees tend to be older males with families. Previous labor force experience also contributes to success, although no relationship was found between length of unemployment and success in training. The implications for trainee selection and program objectives are discussed. (BH)

ED 062 567 VT 015 405

Martin, Loren Stephens, John F.

A Project to Develop an Instructional Packet for Advisory Committees in Vocational Education to Be Used in the Orientation of School Personnel and Committee Members. Final Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—F-603046

Pub Date Oct 71

Grant—OEG-4-7-06304601612

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Educational Needs, *Instructional Materials, *Resource Guides, Staff Orientation, *Teaching Guides, *Vocational Education

Advisory committees have been used in limited numbers because school personnel have not been aware of procedures for establishing such committees or how to use them effectively. The purpose of this project was to develop an instructional packet that would contain information concerning the establishment, orientation, development, and use of advisory committees for vocational education. Eight persons served as a jury to evaluate the packet and suggest revisions. The packet, contained in this document, is made up of eight basic parts: (1) The Importance of Advisory Committees, (2) Types of Committees and Their Functions, (3) Selection of Committee Members, (4) Operation of Advisory Committee, (5) Activities and Services, (6) A Suggested Audio Visual Presentation, (7) Effective Use of Advisory Committees, and (8) A Suggested Agenda for Newly Formed Committees. (GEB)

ED 062 568 VT 015 406

LaCrosse, E. Robert

Day Care for America's Children.

Public Affairs Committee, Inc., New York, N.Y.

Report No.—P-A-Pam-470

Pub Date 71

Note—28p.

Available from—Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016 (\$3.35, payment in advance)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Child Care, *Child Care Workers, *Child Development, *Day Care Services, In-service Education, Program Costs, *Social Influences, Working Women

High quality day care is a pressing social need for the 1970's. Factors responsible for the strong interest in day care include pressures for welfare reform, the growing number of women in the labor force, minority pressures for equal opportunities, and research findings stressing the importance of development during the early years of a child's life. Day care has taken many forms ranging from baby sitting to full-day group care and 24-hour care. Along with variations in the type of day care offered are variations in the services offered by day care centers, including operating hours, provisions for health care, special lessons or tutoring, and transportation services. All-day programs must be planned wisely to help children develop and to meet their needs. Guidelines for providing individualized care along with a discussion of the costs of day care and issues relating to licensing, community coordination, and education of day care personnel are included in this publication. (SB)

ED 062 569 VT 015 408

Bjorker, Walter T., Ed.

A Course of Study in Cooperation and Cooperatives.

Wisconsin Univ., Madison. Dept. of Agricultural and Extension Education.

Report No.—Instruc-Ser-2

Pub Date Feb 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Agricultural Education, Business Education, Collective Settlements, *Cooperatives, *Curriculum Guides, *Extension Education, Human Relations, Marketing, Organization, Secondary Grades, *Teaching Guides

Designed for teachers with limited experience in cooperatives, this course of study was prepared by seminar students for use in high school or adult education programs, and emphasizes the principles of cooperation, the operation and management of cooperatives, and the communication required for their effective functioning. Units requiring a total of 20 hours of instruction include: (1) Introduction, (2) Types of Business Organizations, (3) Cooperative Principles and Practices, (4) Organizational Structure, Duties, and Responsibilities, (5) Life Cycle of a Cooperative, (6) The Financial Statement, (7) Legal Aspects of Cooperatives, (8) Cooperative Communications, (9) Cooperative Management, (10) Cooperation and Cooperatives in Our Society, (11) Human Relations, (12) Marketing, (13) Supply Cooperative, (14) Credit Union, and (15) Service Cooperatives. Instructional objectives, learning activities, teaching aids, and references accompany each unit. Additional learning activities, teaching aids, a glossary, and sample lesson plans are appended. (SB)

ED 062 570 VT 015 409

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—117p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (quarterly—one year \$11.00, two years \$18.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, Agricultural Education, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, *Indexes (Locaters), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Author,

subject, and document number indexes provide entry to the abstracts. Most of the documents which have not been announced in "Research in Education" are available as a separate microfiche set from the ERIC Document Reproduction Service (VT 015 387). Others are available from the sources identified in the abstract. (CD)

ED 062 571 08 VT 015 422

Agricultural Education—Instructional Materials.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—Bib-Ser-8

Bureau No.—BR-7-0158

Pub Date 72

Grant—OEG-3-7-000158-2037

Note—451p.; Compilation of abstracts from Abstracts of Instructional Materials in Vocational and Technical Education, 1967-1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Abstracts, Adult Education, Agricultural Education, Agricultural Occupations, Career Education, *Indexes (Locaters), *Instructional Materials, Post Secondary Education, *Resource Guides, Secondary Grades, Vocational Agriculture

This compilation presents over 950 resumes of instructional materials in agricultural education, which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), Fall 1967 through Fall 1971. Resumes cover a broad range of fields and occupations, such as agribusiness, agronomy, animal and plant sciences, farm mechanics, floriculture, and off-farm agricultural occupations. The resumes are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) sources of availability, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resume and ordering information for AIM and EDRS reproduction are provided in an introductory section. (SB)

ED 062 572 08 VT 015 423

Trade and Industrial Education—Instructional Materials.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—Bib-Ser-14

Bureau No.—BR-7-0158

Pub Date 72

Grant—OEG-3-7-000158-2037

Note—546p.; Compilation of abstracts from Abstracts of Instructional Materials in Vocational and Technical Education, 1967-1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Abstracts, Adult Education, Career Education, *Indexes (Locaters), *Instructional Materials, Post Secondary Education, *Resource Guides, Secondary Grades, *Trade and Industrial Education

This compilation presents over 1,150 resumes of instructional materials in trade and industrial education, which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), Fall 1967 through Fall 1971. Resumes cover a broad range of fields and occupations, such as apprenticeships, building design and trades, cooks, cosmetology, industrial technology, and metalworking. The resumes are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring

agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) sources of availability, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resume and ordering information for AIM and EDRS reproduction are provided in an introductory section. (SB)

ED 062 573 VT 015 424

Hoyt, Kenneth B. And Others

Career Education. What It Is and How To Do It.

Olympus Publishing Co., Salt Lake City, Utah.

Pub Date 72

Note—200p.

Available from—Olympus Publishing Company, 955 East 9th South, Salt Lake City, Utah 84102 (\$4.00)

Document Not Available from EDRS.

Descriptors—Adult Education, Bibliographies, *Career Education, Educational Philosophy, Elementary Grades, Post Secondary Education, *Program Development, *Program Guides, *Program Planning, Resource Guides, Secondary Grades

Identifiers—*Program Implementation

This monograph was begun in the process of preparing "Career Education: A Handbook for Implementation" (available as VT 015 021 in this issue) to accompany a film and slide-tape presentation as the basis for a national series of U.S. Office of Education-sponsored conferences to introduce the career education concept to lay audiences. However, due to its length and because the information was of value to a larger audience, it has been published as a separate monograph. Prepared by leaders in the educational field, the information is designed to provide answers to questions concerning: (1) the nature of career education, including the philosophy behind it and major concepts, components, phases, and issues associated with it, (2) the need for career education, including the relationship between social unrest and lack of emphasis on career education and the achievements and deficiencies in American education, (3) how career education developed and is being implemented in practice, (4) appropriate strategies of implementation for a school system interested in career education, and (5) the potential contribution of career education, including basic changes that will be necessary at all educational levels. A selected bibliography on career education is included. (SB)

ED 062 574 24 VT 015 426

MacDonald, Randolph

A Comparison of Two Methods of Presenting Occupational Information.

Appalachia Educational Lab., Charleston, W. Va.

Report No.—TR-12

Bureau No.—BR-6-2909

Pub Date Mar 72

Contract—OEC-3-7-062909-3070

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Comparative Analysis, *Information Dissemination, Information Utilization, *Methodology, *Occupational Information, Program Costs, Slides, *Tape Recordings, Teaching Methods, Teaching Techniques, *Video Tape Recordings, Vocational Counseling

Videotape recordings were compared with use of slides and an audiotape to determine whether the cost of videotape was justified for use with students in Appalachian high schools. Methods were compared on the basis of cognitive information retained by students, student receptivity to each of the two methods, and the cost of equipment. Two groups of female students were presented with information about the work and leisure activities of the nurse using the two identified methods. Findings included: (1) Girls who were presented the occupational information with slides and an audiotape achieved higher scores than a control group on a test of information retained, while the girls who viewed the videotape recording received scores lower than the control group, (2) The slide-audiotape and videotape groups did not differ significantly from each other, (3) The receptivity of the two

methods appeared to slightly favor the slide-audio method, and (4) The cost of the equipment used slide-audio method was about one half that required for using videotape recordings. (JS)

ED 062 575 08 VT 015 441
Health Occupations Education—Instructional Materials.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—Bib-Ser-11

Bureau No.—BR-7-0158

Pub Date 72

Grant—OEG-3-7-000158-2037

Note—100p.; Compilation of Abstracts from Abstracts of Instructional Materials in Vocational and Technical Education, 1967-1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Adult Education, *Annotated Bibliographies, Career Education, *Health Occupations Education, Health Personnel, Indexes (Locaters), *Instructional Materials, Paramedical Occupations, Post Secondary Education, *Resource Guides, Secondary Grades

This compilation presents over 150 resumes of instructional materials in health occupations education which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), Fall 1967 through Fall 1971. Resumes cover a broad range of fields and occupations, such as dentistry, dietetics, nursing, paramedical occupations, health personnel, and pharmacy. The resumes are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) available sources, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resume and ordering information for AIM and EDRS reproduction are provided in an introductory section. (SB)

ED 062 576 08 VT 015 442
Distributive Education—Instructional Materials.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—Bib-Ser-10

Bureau No.—BR-7-0158

Pub Date 72

Grant—OEG-3-7-000158-2037

Note—150p.; Compilation of Abstracts from Abstracts of Instructional Materials in Vocational and Technical Education, 1967-1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, Adult Education, Career Education, *Distributive Education, *Indexes (Locaters), *Instructional Materials, Post Secondary Education, *Resource Guides, Secondary Grades

This compilation presents over 150 resumes of instructional materials in health occupations education which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), Fall 1967 through Fall 1971. Resumes cover a broad range of fields and occupations, such as dentistry, dietetics, nursing, paramedical occupations, health personnel, and pharmacy. The resumes are arranged in ascending order according to an accession number and include the following information:

(1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) available sources, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resume and ordering information for AIM and EDRS reproduction are provided in an introductory section. (SB)

ED 062 577 08 VT 015 445

Industrial Arts Education—Instructional Materials. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—Bib-Ser-13

Bureau No.—BR-7-0158

Pub Date 72

Grant—OEG-3-7-000158-2037

Note—108p.; Compilation of Abstracts from Abstracts of Instructional Materials in Vocational and Technical Education, 1967-1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, Adult Education, Career Education, *Indexes (Locaters), *Industrial Arts, *Instructional Materials, Post Secondary Education, *Resource Guides, Secondary Grades

This compilation presents over 200 resumes of instructional materials in industrial arts which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), Fall 1967 through Fall 1971. Resumes cover a broad range of fields and occupations, such as cabinetmaking, construction, drafting, electronics, graphic arts, power mechanics, and woodworking. The resumes are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) available sources, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resume and ordering information for AIM and EDRS reproduction are provided in an introductory section. (SB)

ED 062 578 VT 015 455

Law, Gordon F., Ed.

Contemporary Concepts in Vocational Education. The First Yearbook.

American Vocational Association, Washington, D.C.

Pub Date 71

Note—435p.

Available from—Publication Sales, American Vocational Association, 1510 H Street, N. W., Washington, D. C. 20005 (\$8.50; payment with order)

Document Not Available from EDRS.

Descriptors—Accreditation (Institutions), Career Education, Cooperative Education, Curriculum Development, Educational Accountability, Educational Needs, *Educational Objectives, *Educational Philosophy, Educational Research, Federal Laws, *Fundamental Concepts, Management Systems, Manpower Development, Professional Training, Program Planning, School Community Relationship, Student Needs, *Vocational Education, *Year-

books

Prepared to serve as a resource manual for educators as well as informative reading for the general public, this first yearbook explores a wide range of views, topics, and trends of current importance in the field of vocational education. The authors were particularly concerned with the philosophy of vocational education as expressed in the Declaration of Purpose of the 1968 Amendments. Chapters include: (1) Philosophical Aspects of Vocational Education, (2) Equipping All Persons for a Productive Life, (3) People, Jobs and the Vocational Education Curriculum, (4) Comprehensive Research and Planning and Vocational Education, (5) Schools, Programs and Systems: The Delivery of Vocational Education, (6) A New Perspective for Education, (7) Cooperative Education and Other Forms of School-Community Involvement, (8) The Professional Development of Vocational Educators, (9) The Economic Role of Vocational Education, and (10) Evaluation, Accreditation and Accountability in Education. (Author/JS)

ED 062 579 VT 015 457

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—4289p.

EDRS Price MF-\$14.52 HC Not Available from EDRS.

Descriptors—Clearinghouses, Documentation, *Educational Research, *Indexes (Locaters), Information Dissemination, Information Retrieval, Information Storage, *Microfiche, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Volume 5 Number 2 issue (VT 015 456) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) The Subject and author indexes from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 062 580 VT 015 520

Bottoms, Gene

Career Development Education K Through Post-Secondary and Adult Education.

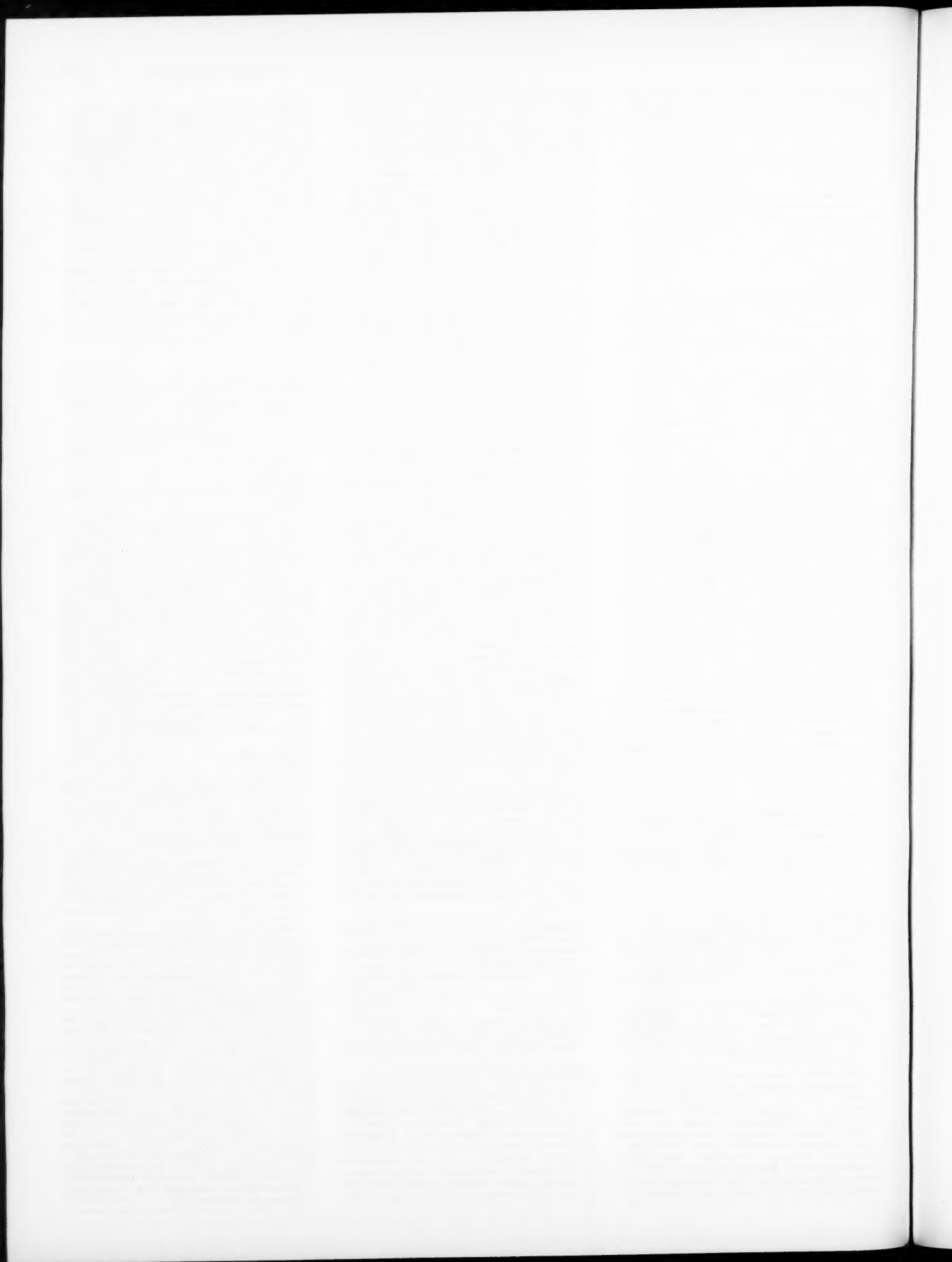
Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Career Education, Career Planning, Decision Making, Educational Objectives, Elementary Grades, Organization, Post Secondary Education, *Program Development, *Program Planning, Secondary Grades, Student Needs, *Vocational Development, Vocational Education

This paper is based on the premises that comprehensive career development programs for kindergarten through post-secondary and adult education must be developed in order to meet individual and societal needs, and that for many youth, career development experiences represent a core around which other school experiences might be organized and made meaningful. In considering these premises, the following topics are discussed: (1) career development needs at various educational levels, (2) sequential career development objectives at different educational levels for six dimensions, including self-characteristics, occupational area, educational avenues, decision making, economic and social values of work, and psychological and sociological meaning of work, (3) assumptions and developmental tasks to consider when organizing the school around a career development theme, (4) five operational principles regarding curriculum development, staff organization, and preparation, and (5) nature, structure, and implementation patterns at different educational levels. Several recommendations concerning career development programs are included. (SB)



Subject Index

155

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

Ability Grouping

The Interrelationships of Ability Level, Instructional System, and Skill Acquisition.
ED 061 725

Ability Identification

The Development of the Occupation Analysis Inventory: An "Ergometric" Approach to an Educational Problem.

ED 062 542

Human Attribute Requirements of Work Elements: Further Development of the Occupation Analysis Inventory.

ED 062 552

Abstracts

Abstracts as a Basis for Relevance Judgment.
ED 061 973

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 2.

ED 062 570

Agricultural Education--Instructional Materials.

ED 062 571

Behavior Modification in the Classroom: An Abstract Bibliography.

ED 062 005

Distributive Education--Instructional Materials.

ED 062 576

Health Occupations Education--Instructional Materials.

ED 062 575

Industrial Arts Education--Instructional Materials.

ED 062 577

Selected Abstracts from "Research in Education" (November 1966 through August 1967).

ED 061 997

Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education.

ED 062 560

Trade and Industrial Education--Instructional Materials.

ED 062 572

Academic Achievement

Academic Talent and Grade Achievement of Graduates.

ED 061 890

Annotated Bibliography for 1968 Studies and Research.

ED 062 239

Behavioral and Achievement Correlates of Social Interaction Variables in the Elementary Classroom.

ED 062 394

Education in 'Aina Pūmehana: the Hawaiian-American Student as a Hero. Final Draft.

ED 062 491

The Effectiveness of Compensatory Education: Summary and Review of the Evidence.

ED 062 475

The Inner-City Black Male High School Student: His Self Concept, Academic Achievement, and Occupational Aspirations.

ED 062 484

Item Analysis of an Achievement Testing Program for Hearing Impaired Students, United States: Spring 1971.

ED 061 691

The Office of Economic Opportunity Experiment in Educational Performance Contracting. Final Report.

ED 061 631

A Study of the Relations of Education in the Arts to General Academic Achievement by Secondary and College Students. Final Report.

ED 061 614

Teacher Differences as Reflected in Student Aptitude-Achievement Relationships.

ED 062 311

"Transfer Shock" or "Transfer Ecstasy?"

ED 061 925

A Validity Study of the Self-Esteem Inventory.

ED 062 392

Academic Aptitude

Teacher Differences as Reflected in Student Aptitude-Achievement Relationships.

ED 062 311

Academic Failure

Wastage in Education: A World Problem. Studies and Surveys in Comparative Education Series.

ED 061 647

Academic Freedom

Environmental Pressure, Professional Autonomy, and Coping Strategies in Academic Organizations.

ED 062 244

Academic Support Facilities

Academic Support Facilities. Higher Education Facilities Planning and Management Manual Four. Revised.

ED 061 625

Acceleration

From Eighth Grade to Selective College in One Jump: Case Studies in Radical Acceleration.

ED 061 679

Accounting

Advertising and Business Management: Journalism, English.

ED 062 333

Accreditation (Institutions)

Policies and Procedures of Accreditation for Programs in Nursing Education: Associate Degree Programs; Baccalaureate and Higher Degree Programs, Diploma Programs, and Practical Nursing Programs.

ED 062 547

Standards for State Approval of Teacher Education.

ED 062 278

Acculturation

Acculturation Dilemma: The Function of Japanese Moral Values for Americanization. CAE Newsletter, Volume 3, Number 1.

ED 062 476

The Challenge of the American Dream: The Chinese in the United States.

ED 062 477

The Italian Experience in the United States.

ED 062 472

Los Chicanos: An Awakening People. Southwestern Studies, Monograph No. 28.

ED 062 054

Mexican-Americans in the United States, A Reader.

ED 062 045

Achievement

The Interrelationships of Ability Level, Instructional System, and Skill Acquisition.

ED 061 725

Achievement Gains

The Office of Economic Opportunity Experiment in Educational Performance Contracting. Final Report.

ED 061 631

Achievement Tests

Credit By Examination. Proceedings from Workshops in the West 1971.

ED 061 897

Diagnostic Mathematics [Form A, Form B, and Test Manual].

ED 062 174

Item Analysis of an Achievement Testing Program for Hearing Impaired Students, United States: Spring 1971.

ED 061 691

The Office of Economic Opportunity Experiment in Educational Performance Contracting. Interim Report.

ED 061 645

Acoustics

Teacher's Guide for SST..T.T (Sound, Sense, Today, Tomorrow, Thereafter).

ED 062 164

Activism

- Campus Press Performance in Coverage of Disorders. ED 062 343
- Los Chicanos: An Awakening People. Southwestern Studies, Monograph No. 28. ED 062 054
- Social Studies; Politics and Revolution. ED 062 248
- Student Demonstrations in a Multi-Racial High School: The Case of Berkeley. ED 061 527
- What Constitutes Equity for Women in Higher Education? ED 061 870

Activities

- The Human Environment. . . New Challenge for the United Nations. ED 062 169

Activity Learning

- Materials and Activities for Teachers and Children—The MATCH Program Developed by the Children's Museum, Boston, Massachusetts. ED 061 774
- Mathematical Experiencing. ED 062 168

Addition

- The Relative Effectiveness of Two Different Instructional Sequences Designed to Teach the Addition and Subtraction Algorithms. ED 062 195

Adjectives

- Sobre la convertibilidad de ciertos adjetivos en adverbios en el idioma español (Concerning the Convertibility of Some Spanish Adjectives into Adverbs). ED 061 803

Administrative Organization

- Organization and Staffing of the Libraries of Columbia University: A Summary of the Case Study Sponsored by the Association of Research Libraries in Cooperation With the American Council on Education Under a Grant From the Council on Library Resources. ED 061 948
- A Theoretical Model to Improve the Extension Education Outreach of the Ohio State University; Utilizing Marketing, Behavioral, Business, Management, and Systems Concepts. Research Series in Agricultural Education. ED 062 516
- Variation and Change in Community College Organization, A Preliminary Report. ED 061 931

Administrative Personnel

- Higher Education Administrators' Institute for Teacher Training in Adult Basic Education Workshop. ED 061 495
- Higher Education Administrators' Institute for Teacher Training in Adult Basic Education. First Year Report, 1970-1971. ED 061 497
- Need Satisfaction of Educational Administrators. ED 061 584
- Planning Aids for the University Library Director. ED 061 949
- The Poverty of Educational Administration. ED 061 582
- A Report on the 1968 Adult Basic Education Institute for Administrators in Region VIII. ED 061 469
- School Management: Administrator Union or Management Team? ED 061 611
- A Study of Adult Education Programs within the State of Nebraska of 329 Public School Districts Maintaining Secondary Schools. ED 061 517
- The Values and Value Systems of Educational Administrators. ED 061 583

Administrative Policy

- Communications: Where Schools Go Wrong. ED 061 593
- The Federal Civil Rights Enforcement Effort: A Report of the United States Commission on Civil Rights. Seven Months Later, May 1971; One Year Later, November 1971. ED 062 452

- Institutional Research and Institutional Policy Formulation. Proceedings of Association for Institutional Research Annual Forum (11th, Denver, Colorado, 1971). ED 061 590

Administrative Principles

- Collective Negotiations: "Why Didn't Someone Tell Me?" ED 061 612
- Grants Management in Education: Federal Impact on State Agencies. ED 061 649

Administrative Problems

- The Federal Civil Rights Enforcement Effort: A Report of the United States Commission on Civil Rights. Seven Months Later, May 1971; One Year Later, November 1971. ED 062 452
- "Unique Problems Confronting Black School Administrators." ED 061 613

Administrator Attitudes

- Dare to Care/Dare to Act: Racism and Education. ED 062 470
- The Effects of Various Attitude Congruence Conditions on Teacher Selection Decisions. ED 061 618
- The Values and Value Systems of Educational Administrators. ED 061 583

Administrator Characteristics

- The Poverty of Educational Administration. ED 061 582

Administrator Education

- The California Teacher Development Project for Systems of Individualized Instruction: Individualizing Inservice Education. ED 062 297
- Institute in Administration for Local Directors of Adult Basic Education. Final Report. ED 061 478
- The Poverty of Educational Administration. ED 061 582

Administrator Evaluation

- Policies, Procedures and Instruments in Evaluation of Teachers and Administrator Performance. ED 061 607

Administrator Guides

- Administrative Factors and Actions in Initiating Two-Year Post High School Environmental Control Technology Programs. A Suggested Guide. ED 062 531
- Communications: Where Schools Go Wrong. ED 061 593
- The Superintendent and His Chief Personnel Administrator: Putting it all Together. ED 061 610

Administrator Qualifications

- The Poverty of Educational Administration. ED 061 582

Administrator Responsibility

- The Superintendent and His Chief Personnel Administrators: Putting It All Together. ED 061 609
- The Superintendent and His Chief Personnel Administrator: Putting it all Together. ED 061 610

Administrator Role

- Criteria for Type of Change-Agent in Changing Educational Organizations. ED 061 642

Admission (School)

- Freshman Class Vacancies in Fall 1971 and Recent Trends in Enrollments of Minority Freshmen. Report of Higher Education Panel Survey # 3. ED 061 894

Admission Criteria

- Exceptional Graduate Admissions at the Pennsylvania State University. ED 061 889

Adolescents

- English Language Arts Curriculum Guide. Early Adolescence, Junior High. ED 062 315

- English Language Arts Curriculum Guide. Late Adolescence, High School. ED 062 316

Adoption (Ideas)

- A Study of Educational Knowledge Diffusion and Utilization. ED 061 772

Adult Basic Education

- 1969 Institute on Instructional Television and Adult Basic Education. Final Narrative Report. ED 061 485
- ABE Staff Development in Middle Tennessee. ED 061 488
- Adult Basic Education, Evaluation Report, 1971. ED 061 496
- Adult Basic Education Program Statistics: Students and Staff Data July 1, 1969-June 30, 1970 and Summary of Years 1966-70. ED 061 506
- Adult Basic Education Staff Training, Literature Search. ED 061 481
- Extended and Revised National Teacher-Training Adult Basic Education Program Funded under the Adult Education Act of 1966. ED 061 470
- A Guide for Establishing a Learning Laboratory: Adult Basic Education. ED 061 502
- Handbook for Volunteer Reading Aides. ED 061 498
- Higher Education Administrators' Institute for Teacher Training in Adult Basic Education Workshop. ED 061 495
- Higher Education Administrators' Institute for Teacher Training in Adult Basic Education. First Year Report, 1970-1971. ED 061 497
- Innovative and Dynamic Instructional Approaches in Adult Basic Education. ED 061 471
- Interim Progress Report on the Project, "From Research to Practice in ABE: Phase I." ED 061 484
- Master Unit: Adult Basic Education In-Service Program for Teacher Awareness in Guidance and Counseling. ED 061 474
- Navajo Adult Basic Education. ED 061 492
- Project to Train Teachers in Adult Basic Education Curriculum Development (July 21-August 8, 1969). Final Report. ED 061 472
- The Relationship between Anomia and Participation in Adult Basic Education. ED 061 483
- A Report on the 1968 Adult Basic Education Institute for Administrators in Region VIII. ED 061 469
- Resource Development and Utilization in Adult Basic Education. Final Report. ED 061 482
- Southeastern Institute for Teacher Training in Adult Basic Education. ED 061 480
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Balance Truer (clock & watch) 6-72.205; Balance Wheel and Impulse Pin Sub-Assembler (clock & watch) 8-72.10; Final Inspector, Balance Wheel (clock & watch) 6-72.234; Hairspring Solderer (clock & watch) 8-72.10; Hairspring Vibrator (clock & watch) 6-72.135; Inspector, Watch Parts (clock & watch) 6-72.215; Put in Beat Adjuster (clock & watch) 6-72.224; (Balance Wheel Assembly Department)--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 414

Barrel-Arbor Assembler (clock & watch) 6-72.134; Burrer (clock & watch) 6-72.274; Burrer, Machine (clock & watch) 6-72.275; Lancing Gager (clock & watch) 8-72.10; Main-Arbor-and-Hook Assembler (clock & watch) 8-72.10; Pinion Reamer (clock & watch) 8-72.10; Reamer (clock & watch) 6-78.210; Retaining-Spring Attacher (clock & watch) 8-72.10; Rocking-Bar Adjuster (clock & watch) 8-72.10; Staker (clock & watch) 6-72.111; Straightener (clock & watch) 6-72.246; Tray Leader (clock & watch) 8-72.10 ED 062 416

Bookkeeper (clerical) II 1-01.02--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 446

Cable Maker (elec. equip.; electronics) 726.884--Development of USTES Aptitude Test Battery. ED 062 424

Candy Packer (confection) 8-05.21--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 448

Carpet Layer (ret. tr.) 7-59.220; Linoleum Layer (const.; ret. tr.) 5-32.732--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 447

Case Coverer (jewelry cases; leather prod.) 6-62.401; Liner (jewelry cases; leather prod.) 6-62.402--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 437

Caser (clock & watch) 6-72.105; Dialer (clock & watch) 6-72.198; Final Inspector, Movement Assembly (clock & watch) 6-72.326; Hands Assembler (clock & watch) 6-72.197; Inspector, Casing (clock & watch) 6-72.221; Liner and Gasket Insertor (clock & watch) 8-72.10; Lint Remover (clock & watch) 8-72.10; Sweep-Spring Attacher (clock & watch) 8-72.10; (Finishing Department)--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 413

Case Worker (profess. & kin.) 0-27.20--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 438

Cementor, Hand (boot and shoe) II 6-61.311--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 411

Coil Assembler (elec. equip.; electronics) I 6-99.161--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 432

Counter girl 2-27.13; Counter man, Lunchroom or Coffee Shop (hotel and rest.) 2-27.13--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 428

Die-Casting-Machine Operator (nonfer. metal alloys & prod.) II 6-82.916--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 430

Effects of Item Option Weighting on Validity and Reliability of Shortened Forms of the GRE Aptitude Tests. ED 062 402

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Fancy Stitcher (boot and shoe) 690.782; Top Stitcher (boot and shoe) 690.782; Vamp Stitcher (boot and shoe) 690.782--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 423

Folding-Machine Operator (print. & pub.) 4-49.051--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 435

Glass Products Inspector 8-65.01--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 441

Glazier (const) 865.781--Technical Report on Development of USTES Aptitude Test Battery. ED 062 434

Goggle Glass Cutter (optical goods) 713.884; Lens Cutter (optical goods) 713.884--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 412

Grocery Checker (ret. tr.) 299.468--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 409

Jewelry Assembler 6-72.333; Ring Maker III 700.884--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 407

Key-Punch Operator (clerical) 1-25.62--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 443

Lineman, Repair (light, heat, & power) 821.381--Development of USTES Aptitude Test Battery. ED 062 418

Loom Fixer (textile) 4-16.010--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 417

Mail Sorter (gov. ser.) 1-27.10--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 426

Manager, Industrial Organization 0-97.41--Technical Report on the Standardization of the General Aptitude Test Battery. Final Report. ED 062 422

Manufacturers' Service Representative (mach. mfg.; mach. tool & access.) 638.281; Millwright (any ind.) 638.281--Technical Report on Development of USTES Aptitude Test Battery. ED 062 440

Medical Technologist (medical ser.) 0-50.01--Technical Report on Standardization of the General Aptitude Test Battery. Final Report. ED 062 420

Merchandise Packer (any ind.) 9-68.30--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 429

Monotype-KeyBoard Operator (print. and pub.; type found.) 650.582--Technical Report on Development of USTES Aptitude Test Battery. ED 062 427

Mounter, Color Film (any ind.) 976.885--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 425

Order Filler (any ind.) 922.887 (9-88.40)--Technical Report on Development of USTES Aptitude Test Battery. ED 062 444

Packaging-Machine Mechanic (drug, prep. & rel. prod.) 920.280--Development of USTES Aptitude Test Battery. ED 062 421

Parts Storekeeper (whole. tr.) 1-75.24--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 431

Power Lawn Mower Assembler (agric. equip.) 6-94.352--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 405

Presser, Machine (any ind.; laund.) 7-57.511--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 410

Press Operator (glass mfg.) 4-65.415--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 433

Radio Receiver Assembler (Electronics 6-98.010--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 419

Service Engineer (Mach. Tools & Access.) 5-83.988--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 445

Solderer I (any ind.) 6-95.001--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 406

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Piagetian Operations and Field Independence as Factors in Children's Problem Solving Performance.

ED 061 533

The Psychological Reality of "Grammar" in the ESL Classroom.

ED 061 845

Rater's Predictions of the Recallability of Expository Prose as Related to Actual Recall.

ED 062 103

Cognitive Tests

The Cultural Context of Learning and Thinking: An Exploration in Experimental Anthropology.

ED 062 465

A Study of an Inservice Program of Evaluation in Escambia County, Florida Public Schools.

ED 062 390

Collaborative Library Systems Development

Collaborative Library Systems Development.

ED 061 959

Collective Bargaining

Collective Bargaining for University Faculty in Canada.

ED 061 901

Collective Negotiation

Collective Negotiations: "Why Didn't Someone Tell Me?"

ED 061 612

School Management: Administrator Union or Management Team?

ED 061 611

College Admission

From High School to Community College--A Vital Link in the Articulation Process.

ED 061 935

Serving Black Students--for What?

ED 062 453

Urban America and Crucial Issues Facing Higher Education.

ED 062 454

College Attendance

The Enrollment Inducing Effects of Local Colleges.

- Occupational Aspirations of Black and White Parents for Their Recently Graduated Children. ED 061 926
ED 062 486
- College Bound Students**
From High School to Community College--A Vital Link in the Articulation Process. ED 061 935
- College Curriculum**
Compensatory Educational Programs--Is There a Place in Higher Education? ED 062 451
A Curriculum Study of Systems Science and Engineering Programs. Final Report. ED 062 215
Police Education in American Colleges and Universities: A Search for Excellence. Final Report. ED 061 916
- College Environment**
Faculty Influences on the College Environment. ED 061 908
- College Faculty**
Employee Characteristics and Salary Statistics. Fall 1970. ED 061 885
Environmental Pressure, Professional Autonomy, and Coping Strategies in Academic Organizations. ED 062 244
Values and Perceptions of a Private Junior College Faculty: Public Community College Faculties and Students. ED 061 945
- College Freshmen**
Freshman Class Vacancies in Fall 1971 and Recent Trends in Enrollments of Minority Freshmen. Report of Higher Education Panel Survey # 3. ED 061 894
- College Graduates**
Follow-Up Study of 1967-1971 Graduates of Indiana University at South Bend. ED 061 882
The Supply and Demand for Graduates of Higher Education: 1970 to 1980. ED 061 879
- College High School Cooperation**
From High School to Community College--A Vital Link in the Articulation Process. ED 061 935
- College Instruction**
The Graduate Teaching Assistant: Effects on Students in Large Undergraduate Courses. Purdue Experiment in Mass Instruction. ED 062 231
Preparing College Teachers of English. ED 062 321
- College Language Programs**
Report to the ESSO Foundation on Two Years' Experimentation in Intensive Language Training at Dartmouth College, Hanover, New Hampshire, 1968-1970. ED 061 841
- College Majors**
The Design and Execution of a Language Testing Programme at University Level in the United Kingdom. ED 061 819
- College Mathematics**
Applied Mathematics in the Undergraduate Curriculum. ED 062 155
A Basic Library List for Two Year Colleges, January 1971. ED 062 154
A Beginning Graduate Program in Mathematics for Prospective Teachers of Undergraduates. ED 062 156
Commentary on A General Curriculum in Mathematics for Colleges. ED 062 153
Committee on the Undergraduate Program in Mathematics Newsletter, Number 7. ED 062 160
A Course in Basic Mathematics for Colleges. ED 062 157
Qualifications for Teaching University Parallel Mathematics Courses in Two-Year Colleges. ED 062 149
- Recommendations for an Undergraduate Program in Computational Mathematics. ED 062 158
Recommendations for the Undergraduate Mathematics Program for Students in the Life Sciences. An Interim Report. ED 062 151
A Transfer Curriculum in Mathematics for Two Year Colleges. ED 062 150
- College Planning**
Characteristics of Selected Two-Year Institutions Undergoing Academic Extension: 1958-59 Through 1967-68. ED 061 875
Moratorium on New Junior Colleges. ED 061 928
Variation and Change in Community College Organization, A Preliminary Report. ED 061 931
- College Programs**
Applied Mathematics in the Undergraduate Curriculum. ED 062 155
Commentary on A General Curriculum in Mathematics for Colleges. ED 062 153
Compensatory Educational Programs--Is There a Place in Higher Education? ED 062 451
A Course in Basic Mathematics for Colleges. ED 062 157
Less Talk, More Action: The Dangers and Possibilities of the External Degree. ED 061 872
Mandamus for Change in Student Services. ED 062 455
Materials Prepared All or in Part as Result of Office of Education Small Research Grant OEG-9-9-120076-0050(057) [To Navajo Community College]. ED 062 053
Navajo Studies at Navajo Community College. ED 062 028
Preparation for Graduate Work in Statistics. ED 062 152
Urban America and Crucial Issues Facing Higher Education. ED 062 454
- College Role**
The Governance of Teacher Education. ED 062 270
- Colleges**
Characteristics of Selected Two-Year Institutions Undergoing Academic Extension: 1958-59 Through 1967-68. ED 061 875
Environmental Pressure, Professional Autonomy, and Coping Strategies in Academic Organizations. ED 062 244
Liberal Education and Journalism. ED 062 337
- College School Cooperation**
Teacher Centers: An Outline of Current Information. ED 062 302
- College Science**
Compendium of Lecture Notes for Training Class III Meteorological Personnel. ED 062 127
Documentation Report, Self-Paced Physics, Course Development. ED 062 125
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Student Perceptions of College Physics and Physics Teachers. ED 062 120
- College Students**
Academic Talent and Grade Achievement of Graduates. ED 061 890
Black Student Enrollment at the University of Maryland, College Park. 1968-1971. ED 061 893
College Student Morale. ED 061 918
Comprehension of Telegraphic Prose. ED 062 090
- Differences in Racial Attitudes of White Males and Females. ED 062 460
Differential Response to Question Pacing in Learning from Prose. ED 062 096
Effects of Anxiety on Quantity of Examination Preparation. ED 061 549
Emotional Factors in the Learning and Non-specific Transfer of White and Black Students. ED 062 463
Enquiry into Student Progress 1968. ED 061 862
Experimental Manipulation of Reading Strategies. ED 062 087
New Students and New Needs in Higher Education. ED 061 909
A Study of the Relations of Education in the Arts to General Academic Achievement by Secondary and College Students. Final Report. ED 061 614
Training and Transfer of Problem-Solving. ED 061 547
- College Teachers**
Qualifications for Teaching University Parallel Mathematics Courses in Two-Year Colleges. ED 062 149
The Relationship of Role Expectations to Faculty Behavior. ED 061 912
Study on Teachers. Quantitative Trends in Teaching Staff in Higher Education. ED 061 868
- Colonial History (United States)**
Social Studies; Colonial America. ED 062 251
- Colonialism**
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- Columbia University Libraries**
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The Cognitive Strategies of Language Learning. ED 061 814
Communication: A Helping Relationship. ED 061 741
Communications: Where Schools Go Wrong. ED 061 593
The Effects of Homophilous Hair and Dress Styles on Credibility and Comprehension. ED 061 748
"I Think My Schizophrenia is Better Today," Said the Director of Graduate Studies Unanimously. ED 061 740
Language Arts Quinmester Course of Study: Critical Thinking. ED 062 345
The Language of Man. Book 3. ED 061 757
The Language of Man. Book 4. ED 061 758
The Language of Man. Book 5. Teacher's Manual. ED 061 760
The Language of Man. Book 5. ED 061 759
The Language of Man. Book 6. ED 061 761
Meaning in Cross-Cultural Situations: An Application of Vygotsky's Unit of Analysis to Ethnolinguistics. ED 061 794
Neighbourhoods of the Air. ED 061 737
Organizational Communication and Social Action.

- Rumor Construction: An Analysis of a Case History. ED 061 730
- ED 061 751
- Communication Education**
"I Think My Schizophrenia is Better Today," Said the Director of Graduate Studies Unanimously. ED 061 740
- Communication Problems**
Effects of Parent Communication Training on Child Behavior. ED 061 693
- Communications**
The Fourth Revolution: Instructional Technology in Higher Education. ED 061 994
- Communication Satellites**
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- Communication Skills**
The Change Agent as a Communicator [and] Communication: A Key to Success in Extension. ED 061 499
- Communism**
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- Community Attitudes**
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Associate Degrees and Other Formal Awards Below the Baccalaureate, 1969-70. ED 061 898
An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Faculty and Their Attitudes Toward Educational Issues. ED 061 886
Navajo Adult Basic Education. ED 061 492
Proceedings of the National Seminar for State Directors of Community-Junior Colleges (January 10-11, 1972). Final Report. ED 062 520
- Community Control**
Community Access Video. ED 061 767
Factors Affecting Pupil Cognitive Growth in Disadvantaged Children. ED 062 492
- Community Involvement**
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The Participation of Minority-Group Parents in School Activities: A Study and a Case Study With Guidelines. ED 062 493
Searchlight: Relevant Resources in High Interest Areas. Improving Counselor Public Image. 6R Retrospective Search. ED 061 568
- Community Migrant Projects**
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- Community Programs**
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- Community Schools**
Mental Health Consultation in an Urban "Community School System." ED 062 481
- Community Services**
Scattered Schools. ED 061 880
Working Papers on Rural Community Services. ED 062 064
- Community Study**
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Independence and Community in Our Schools. ED 062 242
Social Studies: School, Home, and Neighborhood, Getting to Know More People and Places. English as a Second Language. ED 062 233
- Commuting Students**
The Enrollment Inducing Effects of Local Colleges. ED 061 926
- Comparative Analysis**
The American Medical Association and the American Library Association: A Study of Developing Organizational Structure. ED 061 981
Analysis of Intelligence Scores. ED 062 016
The Comparative Listenability of Shortwave Broadcasts. ED 062 342
Comparing Two Methods of Teaching Preschool Children to Read and Spell at an Electric Typewriter, Their Reaction to the Experience, and the Significance to Early Childhood Education. Final Report. ED 061 724
A Comparison of AEL's Preschool Education Program with Standard Kindergarten Programs. ED 062 023
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Differences in Value Patterns Among Sixth, Eighth, and Eleven Grade Students. ED 061 541
The Effect of Informal and Formal British Infant Schools on Reading Achievement. ED 062 011
A Five-Year Logitudinal Comparison of a Traditional versus Structured Preschool Program on Cognitive, Social, and Affective Variables. ED 062 007
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A Survey of Compensation Practices for Duties Beyond the School Day 1971-72. ED 062 284
- Compensatory Education Programs**
Compensatory Educational Programs--Is There a Place in Higher Education? ED 062 451
The Critical Conceptual and Operational Elements of the Neighborhood Educational Center. NEC Project. ED 062 480
Evaluation of E. S. E. A. Title I Compensatory Education Program of the Berkeley Unified School District, 1970-1971. ED 062 487
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Mandamus for Change in Student Services. ED 062 455
Parent and Community Participation in Compensatory Education Through District Advisory Committees in California. A Progress Report. ED 062 467
Serving Black Students--for What? ED 062 453
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- Composition (Literary)**
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Creative Journalism: English, Journalism. ED 062 332
The Negative "Aspects" of Children's Writing. ED 062 341
- Composition Skills (Literary)**
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Phase One: Study of Objectives for English 1A Classes. Transfer Level Composition at De Anza College. ED 061 943
- Comprehension**
The Effects of Homophilous Hair and Dress Styles on Credibility and Comprehension. ED 061 748
Goof Analysis in English as a Second Language. ED 061 838
A Search for New Reading Tests. ED 061 805
- Comprehension Development**
Question Generation by First Graders: A Heuristic Model. ED 061 807
- Comprehensive Districts**
Education for Einstein's World. ED 062 458
- Comprehensive Programs**
Education for Einstein's World. ED 062 458
- Compton**
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- Computational Linguistics**
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Feasibility Study on Fully Automatic High Quality Translation: Volume II. Final Technical Report. ED 061 784
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Computers

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Advanced Intellect-Augmentation Techniques. ED 061 732

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Recommendations for an Undergraduate Program in Computational Mathematics. ED 062 158

Teaching Computing in Universities. A Report of a Joint Working Party. ED 061 863

An Undergraduate Computer Engineering Option for Electrical Engineering. ED 062 134

An Undergraduate Course on Operating Systems Principles. ED 062 135

Concept Formation

Comparison of Bilingual Vs. Single Language Instruction in Concept Learning in Mexican-American Four Year Olds. ED 062 043

A Developmental Investigation of Oddity Concept Formation in Children. ED 061 559

Discovery Learning Versus Expository Learning: New Insight into an Old Controversy. ED 061 532

An Investigation in the Learning of Relational Properties by Kindergarten Children. ED 062 137

Preschool Education and Day Care for Swedish Children. ED 062 015

Concept Teaching

American History: The Multi-Concept Plan for High School. ED 062 259

Anthropology Curriculum Study Project. Teacher Service Materials. Students and

Teachers: Strategies for Discussion. What is Anthropology: Four Samples. ED 062 263

Discovery Learning Versus Expository Learning: New Insight into an Old Controversy. ED 061 532

Effects of Anxiety on Concept Learning. ED 061 540

Law in a Free Society. ED 062 225

Sixth Grade Interdisciplinary Packet: Science-Social Studies. ED 062 261

Conceptual Schemes

"Leading Parts" and Organizational Change. ED 061 605

Conference Reports

Bilingual Schooling: Some Experiences in Canada and the United States. ED 061 849

Ethnic Modification of the Curriculum. ED 062 469

Marine Technology Programs: Where We Are and Where We're Going. ED 062 111

Papers Presented at a Conference on an EPDA Project Involving Fellowship Programs in Vocational Education (Columbus, Ohio, April 12-14, 1971). ED 062 532

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Conferences

The Conference Planner: A Guide to Good Education Meetings. ED 061 579

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Teacher Training Conference: Adult Basic Education for Urban Clients. Final Report. ED 061 489

Confidence Testing

Confidence Weighting. ED 062 401

Confidential Records

Searchlight: Relevant Resources in High Interest Areas. Parent Counseling. 8R Retrospective Search. ED 061 570

Conformity

A Different Look at the Correlation Coefficient between Dogmatism and Conformity. ED 061 486

Conservation (Concept)

An Investigation in the Learning of Relational Properties by Kindergarten Children. ED 062 137

The Relation Between the Development of Certain Conservation and Measurement Concepts. ED 062 140

Conservation Education

- Everybody's Ecology. A Field Guide to Pleasure and Perception in the Out-of-Doors. ED 062 108
 Social Studies: Ecology and Survival. ED 062 234
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Consortia

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 Teacher Centers: An Outline of Current Information. ED 062 302

Constitutional History

- Social Studies: Our Federal Government. ED 062 235

Consultation Programs

- Mental Health Consultation in an Urban "Community School System." ED 062 481

Consumer Education

- Social Studies: Consumer Education. ED 062 236

Content Reading

- The Direction of the Effect of Questions in Prose Materials. ED 061 539
 Language Arts: Acceleration. ED 062 099

Context Clues

- The Direction of the Effect of Questions in Prose Materials. ED 061 539

Continuing Education

- International Seminar on Publications in Continuing Education. ED 061 491

Contracts

- Contract Grading in the Basic Communication Course: A Negotiation and Bargaining Situation for Communication Research. ED 061 742

Contrastive Linguistics

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Conventional Instruction

- Comparing Two Methods of Teaching Pre-School Children to Read and Spell at an Electric Typewriter, Their Reaction to the Experience, and the Significance to Early Childhood Education. Final Report. ED 061 724
 Two Contrasting Educational Models: Applications and Policy Implications. ED 061 750

Convergent Thinking

- Project Implode. Igniting Creative Potential. ED 062 262

Conversational Language Courses

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Cooperating Teachers

- Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers. ED 062 268

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- Advisory Committees for Cooperative Education Programs. ED 062 524
 Review and Analysis of Instructional Materials for Cooperative Vocational Education. ED 062 513
 Work Experience Program Curriculum Guide. ED 062 313

Cooperatives

- A Course of Study in Cooperation and Cooperatives. ED 062 569

Coordinators

- Interpersonal Compatibilities of Innovative and Non-Innovative School Principals and Curriculum Coordinators. ED 061 606

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- College Admission Opportunities and the Public Offender. ED 061 906

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- Behavioral and Achievement Correlates of Social Interaction Variables in the Elementary Classroom. ED 062 394
 A Different Look at the Correlation Coefficient between Dogmatism and Conformity. ED 061 486

Correspondence Study

- Most Veterans Not Completing Correspondence Courses—More Guidance Needed from the Veterans Administration. Report to the Congress. ED 061 514

Cost Effectiveness

- Background for the Cost Analysis of the Order & Standard Loan Library Operations. ED 061 970
 Cost Considerations in Educational Analysis. ED 061 643
 An Educational Planning System: Cost-Effectiveness Approach. ED 061 644
 Frontier Functions: An Econometric Approach to the Evaluation of Educational Effectiveness. ED 061 629
 Implementing Cost-Benefit Research in Education. ED 061 616
 A Model for Cost Analysis of Vocational and Non-Vocational Credit Programs at Santa Barbara City College, 1971-72. ED 061 938
 Performance Incentive Remedial Education Experiment. Final Report. ED 061 646
 Problems and Promises in Performance Contracting. ED 062 369
 Real Costs for Information Managers. ED 061 969
 Strategies Employed in Coping with Burgeoning Enrollments, 1969-70. ED 061 581
 Thermal Environment in Schools. ED 061 576

Costs

- Real Costs for Information Managers. ED 061 969
 Strategies Employed in Coping with Burgeoning Enrollments, 1969-70. ED 061 581

Council on Education of the Deaf

- Standards for the Certification of Teachers of the Hearing Impaired. ED 061 676

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Counseling Programs

- Searchlight: Relevant Resources in High Interest Areas. Counseling for Drug Abuse. 4R Retrospective Search. ED 061 566
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- The Continuing Education Needs of Clergymen in Michigan. ED 061 519
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- Searchlight: Relevant Resources in High Interest Areas. Improving Counselor Public Image. 6R Retrospective Search. ED 061 568
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 Searchlight: Relevant Resources in High Interest Areas. Parent Counseling. 8R Retrospective Search. ED 061 570

Counselors

- Rehabilitation Counselor Change Associated with Experimental Continuing Education Programs. Studies in Continuing Education for Rehabilitation Counselors, Report Number 3. ED 061 530
 Young Workers: A Forgotten Group. ED 062 538

Counselor Training

- Cultural Patterns in Urban Schools: A Manual for Teachers, Counselors, and Administrators. ED 062 488

Course Content

- An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics in Illinois Junior Colleges, Phase I. ED 061 933
 English for the Seventies: A Guide for the Teaching of English, Eighth Level. ED 062 349
 Language Arts Quinqueter Course of Study: Critical Thinking. ED 062 345
 Language Arts: Reading for Meaning. ED 062 100
 Materials Prepared All or in Part as Result of Office of Education Small Research Grant OEG-9-9-120076-0050(057) [To Navajo Community College]. ED 062 053
 Music: Music Theory I. ED 062 364
 Navajo Studies at Navajo Community College. ED 062 028
 Newspaper Makeup: Journalism, English. ED 062 331

Course Descriptions

- Anatomy of a Physical Science Course for Future Elementary Teachers and Non-Science Majors. ED 062 113
 Documentation Report, Self-Paced Physics, Course Development. ED 062 125
 Teaching Adults the Literacy Skills. ED 061 509
 Urban Legal Processes: Development of Original Course Materials to Teach Legal

- Problem-Solving Skills and Knowledge to Under-Graduates in the Urban Sciences. Final Report. ED 061 921
- Where the Books Are: English. ED 061 988
- Course Evaluation**
Documentation Report, Self-Paced Physics, Course Evaluation. ED 062 124
- Course Objectives**
Advertising and Business Management: Journalism, English. ED 062 333
Creative Journalism: English, Journalism. ED 062 332
Music: Chorus, Junior. ED 062 362
Music: Supplemental Material: Chorus, Junior. ED 062 363
Newspaper Editing: English, Journalism. ED 062 334
Phase One: Study of Objectives for English 1A Classes. Transfer Level Composition at De Anza College. ED 061 943
Reading the Newspaper: Language Arts. ED 062 335
- Court Cases**
A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children. ED 061 694
- Court Litigation**
Social Studies: The Law and You. ED 062 256
- Court Role**
Gateway to Citizenship. ED 061 516
- Covert Response**
Covert Behavior Modification: An Experimental Analogue. ED 061 558
Imagery Assessment by Means of Self-Report and Behavioral Measures. ED 061 557
- Creative Expression**
Creative Expression Among Ethnic Groups in Hawaii. ED 061 736
Creative Journalism: English, Journalism. ED 062 332
- Creative Teaching**
Improvement of Pupil Creativity Via Teacher Training: Final Report. ED 062 279
- Creative Thinking**
Can We Teach Children to Think Creatively? ED 061 544
The Meaning and Measurement of Creativity in Education. ED 062 375
Project Implodes. Igniting Creative Potential. ED 062 262
- Creative Writing**
Futuristic Designs in the English Curriculum: Four Scenarios. ED 062 348
- Creativity**
Improvement of Pupil Creativity Via Teacher Training: Final Report. ED 062 279
Project Implodes. Igniting Creative Potential. ED 062 262
- Creativity Research**
Improvement of Pupil Creativity Via Teacher Training: Final Report. ED 062 279
- Creativity Tests**
Can We Teach Children to Think Creatively? ED 061 544
The Meaning and Measurement of Creativity in Education. ED 062 375
Scoring Creativity Tests by Computer Simulation: A Validation of Prediction Equations. ED 062 403

- Criminals**
College Admission Opportunities and the Public Offender. ED 061 906
- Criterion Referenced Tests**
Criterion-Referenced Tests in Biology. ED 062 399
Documentation Report, Self-Paced Physics, Classification of Learning Objectives. ED 062 123
- Critical Thinking**
Language Arts Quinmester Course of Study: Critical Thinking. ED 062 345
- Cross Cultural Studies**
Anthropology Curriculum Study Project. Teacher Service Materials. Students and Teachers: Strategies for Discussion. What is Anthropology: Four Samples. ED 062 263
A Cross-Cultural Comparison of Danish and U. S. Racial Attitudes. ED 062 466
Developmental and Cross-Cultural Differences in the Cooperative and Competitive Behavior of Young Children. ED 062 040
Experimental Analyses of Cooperation and Competition of Anglo-American and Mexican Children. ED 062 041
Global Dimensions in U.S. Education: The Elementary School. ED 062 265
Rivalry in Anglo-American and Mexican Children of Two Ages. ED 062 042
Social Studies. China: Awakening Giant. ED 062 253
Social Studies: Life in the Soviet Union. ED 062 252
- Cross Cultural Training**
Global Dimensions in U.S. Education: The University. ED 061 911
The Impact of Chinese Students Returned from America. With Emphasis on the Chinese Revolution, 1911-1949. ED 062 228
- Cultural Awareness**
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Fifth Grade Social Studies Unit and Student Readings. ED 062 217
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Social Studies: Life in the Soviet Union. ED 062 252
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Teaching Canada: A Bibliography. ED 062 219
Theatre as a Communication Mode for the Study of Cultural Concepts of India. ED 061 743
- Cultural Enrichment**
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- Cultural Interrelationships**
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- Culturally Disadvantaged**
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The Cultural Context of Learning and Thinking: An Exploration in Experimental Anthropology. ED 062 465
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- Culture Conflict**
The Challenge of the American Dream: The Chinese in the United States. ED 062 477
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Applied Mathematics in the Undergraduate Curriculum. ED 062 155
A Beginning Graduate Program in Mathematics for Prospective Teachers of Undergraduates. ED 062 156
Commentary on A General Curriculum in Mathematics for Colleges. ED 062 153
An Evaluative Study of the Effects of Cognitive Acceleration in Mathematics in the Early School Years. ED 062 207
Food for Living Things, Teacher's Guide. ED 062 161
Forty-One Conferences on the Training of Teachers of Elementary School Mathematics, A Summary. ED 062 159
Preparation for Graduate Work in Statistics. ED 062 152
Proceedings of the Annual State Conference on Educational Research "Accountability and the Curriculum" (23rd). ED 062 382
Public-Private Competition in Higher Education. Emerging Education Policy Issues in Law. ED 061 905
Recommendations for an Undergraduate Program in Computational Mathematics. ED 062 158
Recommendations for the Undergraduate Mathematics Program for Students in the Life Sciences. An Interim Report. ED 062 151
Selected Aspects of Mathematics Education in the People's Republic of China. ED 062 205
Social Studies for EMR Pupils: A Course of Study for Senior High Schools. ED 061 674
A Study of Adult Education Programs within the State of Nebraska of 329 Public School Districts Maintaining Secondary Schools. ED 061 517
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Bilingual Schooling: Some Experiences in Canada and the United States. ED 061 849
Coordination of Organic Curriculum Development in the Public Schools of Fort Lauderdale, Florida. Final Report. ED 062 289
Coordination of Organic Curriculum Development in the Public Schools of Mineola, New York. Final Report. ED 062 290
Coordination of Organic Curriculum Development in the Public Schools of Quincy, Massachusetts. Final Report. ED 062 293
Curriculum Planning as It Should Be. ED 061 585
The Dual Language Process in Young Children. ED 061 812
Extended and Revised National Teacher-Training Adult Basic Education Program Funded under the Adult Education Act of 1966. ED 061 470
Instructional Design: A Plan for Unit and Course Development. ED 061 771
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ASEP--A National Curriculum Development Project in Australia. ED 062 107
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Compensatory Educational Programs--Is There a Place in Higher Education? ED 062 451
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For Those Developing World of Work Resource Units for Elementary School Teachers. ED 062 519
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An Undergraduate Course on Operating Systems Principles. ED 062 135
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Toward a Characterization of Curriculum Evaluation. ED 062 370
- Curriculum Guides**
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Conceptual Framework for Homemaking Education in Texas. ED 062 564
A Course of Study in Cooperation and Cooperatives.

- ED 062 569
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- ED 061 585
English Language Arts Curriculum Guide.
Early Adolescence, Junior High.
- ED 062 315
English Language Arts Curriculum Guide. Late
Adolescence, High School.
- ED 062 316
Fort Benton Agri-Industry Curriculum Outline.
- ED 062 037
Fort Benton Business Education Curriculum
Outline.
- ED 062 032
Fort Benton Home Economics Curriculum Out-
line.
- ED 062 031
Fort Benton Industrial Arts Curriculum Out-
line.
- ED 062 035
Fort Benton Language Arts Curriculum Out-
line.
- ED 062 038
Fort Benton Mathematics Curriculum Outline.
- ED 062 036
Fort Benton Science Curriculum Outline.
- ED 062 033
Fort Benton Social Studies Curriculum Outline.
- ED 062 034
Fort Benton Trades & Industry Curriculum
Outline.
- ED 062 030
Home Economics Curriculum Guide, 7-12.
- ED 062 314
The Mod World of Leather I (Tentative Course
Outline), Art Education.
- ED 062 360
Music: Chorus, Junior.
- ED 062 362
Music: Supplemental Material: Chorus, Junior.
- ED 062 363
A Program for High School Social Studies: In-
ternational Relations.
- ED 062 312
Right On! New Directions in Language Arts.
- ED 062 318
A Secondary Pre-Vocational Curriculum Guide
for Teachers of the Educable Mentally Re-
tarded.
- ED 062 545
Work Experience Program Curriculum Guide.
- ED 062 313
- Curriculum Planning**
Curriculum Planning as It Should Be.
- ED 061 585
Ed. D. in Educational Administration. Revised.
- ED 061 638
English and Reading in a Changing World.
- ED 062 336
Futuristic Designs in the English Curriculum:
Four Scenarios.
- ED 062 348
Project English Summaries, March 1970.
- ED 062 324
Teaching Classics Today: A Progress Report.
- ED 061 780
- Curriculum Research**
An Annotated Bibliography of Institutional
Research 1970-1971.
- ED 061 650
- Cutting Scores**
Balance Assembler (clock & watch) 6-72.127;
Endshake Adjuster (clock & watch) 8-72.10;
Escapement Adjuster (clock & watch) 4-
72.120; Hairspring Inspector (clock & watch) 1
4-72.205; Hairspring Pinner (clock & watch)
8-72.10; Mechanical Assembler (clock &
watch) 6-72.113; Oilier (clock & watch) 6-
72.955; Repairman (clock & watch) 4-72.960;
Timing-Machine Operator (clock & watch) 6-
72.248; Train Inspector (clock & watch) 4-
72.206; (Movement Assembly Department)--
Technical Report on Standardization
- ED 062 415
Balance Truer (clock & watch) 6-72.205;
Balance Wheel and Impulse Pin Sub-Assembler
(clock & watch) 8-72.10; Final Inspector,
Balance Wheel (clock & watch) 6-72.234;
Hairspring Solderer (clock & watch) 8-72.10;
Hairspring Vibrator (clock & watch) 6-72.135;
Inspector, Watch Parts (clock & watch) 6-
72.215; Put in Beat Adjuster (clock & watch)
6-72.224; (Balance Wheel Assembly Depart-
ment)--Technical Report on Standardization of
the General Aptitude Test Battery.
- ED 062 414

- Barrel-Arbor Assembler (clock & watch) 6-
72.134; Burrer (clock & watch) 6-72.274;
Burrer, Machine (clock & watch) 6-72.275;
Lancing Gager (clock & watch) 8-72.10; Main-
Arbor-and-Hook Assembler (clock & watch) 8-
72.10; Pinion Reamer (clock & watch) 8-
72.10; Reamer (clock & watch) 6-78.210;
Retaining-Spring Attacher (clock & watch) 8-
72.10; Rocking-Bar Adjuster (clock & watch)
8-72.10; Staker (clock & watch) 6-72.111;
Straightener (clock & watch) 6-72.246; Tray
Leader (clock & watch) 8-72.10
- ED 062 416
Bookkeeper (clerical) II 1-01.02--Technical
Report on Standardization of the General Ap-
titude Test Battery.
- ED 062 446
Cable Maker (elec. equip.; electronics)
726.884--Development of USTES Aptitude
Test Battery.
- ED 062 424
Candy Packer (confection) 8-05.21--Technical
Report on Standardization of the General Ap-
titude Test Battery.
- ED 062 448
Carpet Layer (ret. tr.) 7-59.220; Linoleum
Layer (const.; ret. tr.) 5-32.732--Technical Re-
port on Standardization of the General Ap-
titude Test Battery.
- ED 062 447
Case Coverer (jewelry cases; leather prod.) 6-
62.401; Liner (jewelry cases; leather prod.) 6-
62.402--Technical Report on Standardization
of the General Aptitude Test Battery.
- ED 062 437
Caser (clock & watch) 6-72.105; Dialer (clock
& watch) 6-72.198; Final Inspector, Movement
Assembly (clock & watch) 6-72.326; Hands
Assembler (clock & watch) 6-72.197; Inspec-
tor, Casing (clock & watch) 6-72.221; Liner
and Gasket Insertor (clock & watch) 8-72.10;
Lint Remover (clock & watch) 8-72.10; Sweep-
Spring Attacher (clock & watch) 8-72.10;
(Finishing Department)--Technical Report on
Standardization of the General Aptitude Test
Battery.
- ED 062 413
Case Worker (profess. & kin.) 0-27.20--
Technical Report on Standardization of the
General Aptitude Test Battery.
- ED 062 438
Cementer, Hand (boot and shoe) II 6-61.311--
Technical Report on Standardization of the
General Aptitude Test Battery.
- ED 062 411
Coil Assembler (elec. equip.; electronics) I 6-
99.161--Technical Report on Standardization
of the General Aptitude Test Battery.
- ED 062 432
Counter girl 2-27.13; Counter man, Lunchroom
or Coffee Shop (hotel and rest.) 2-27.13--
Technical Report on Standardization of the
General Aptitude Test Battery.
- ED 062 428
Die-Casting-Machine Operator (nonfer. metal
alloys & prod.) II 6-82.916--Technical Report
on Standardization of the General Aptitude
Test Battery.
- ED 062 430
Electronics-Unit Assembler (electronics) 6-
98.014 -- Technical Report on Standardization
of the General Aptitude Test Battery.
- ED 062 436
Fancy Stitcher (boot and shoe) 690.782; Top
Stitcher (boot and shoe) 690.782; Vamp
Stitcher (boot and shoe) 690.782--Technical
Report on Standardization of the General Ap-
titude Test Battery.
- ED 062 423
Folding-Machine Operator (print. & pub.) 4-
49.051--Technical Report on Standardization
of the General Aptitude Test Battery.
- ED 062 435
Glass Products Inspector 8-65.01--Technical
Report on Standardization of the General Ap-
titude Test Battery.
- ED 062 441
Glazier (const) 865.781--Technical Report on
Development of USTES Aptitude Test Battery.
- ED 062 434
Goggle Glass Cutter (optical goods) 713.884;
Lens Cutter (optical goods) 713.884--Techni-
cal Report on Standardization of the General
Aptitude Test Battery.
- ED 062 412
Grocery Checker (ret. tr.) 299.468--Technical
Report on Standardization of the General Ap-
titude Test Battery.

- ED 062 409
Jewelry Assembler 6-72.333; Ring Maker III
700.884--Technical Report on Standardization
of the General Aptitude Test Battery.
- ED 062 407
Key-Punch Operator (clerical) 1-25.62--
Technical Report on Standardization of the
General Aptitude Test Battery.
- ED 062 443
Lineman, Repair (light, heat, & power)
821.381--Development of USTES Aptitude
Test Battery.
- ED 062 418
Loom Fixer (textile) 4-16.010--Technical Re-
port on Standardization of the General Ap-
titude Test Battery.
- ED 062 417
Mail Sorter (gov. ser.) 1-27.10--Technical Re-
port on Standardization of the General Ap-
titude Test Battery.
- ED 062 426
Manager, Industrial Organization 0-97.41--
Technical Report on the Standardization of the
General Aptitude Test Battery. Final Report.
- ED 062 422
Manufacturers' Service Representative (mach.
mfg.; mach. tool & access.) 638.281; Mill-
wright (any ind.) 638.281--Technical Report
on Development of USTES Aptitude Test Bat-
tery.
- ED 062 440
Medical Technologist (medical ser.) 0-50.01--
Technical Report on Standardization of the
General Aptitude Test Battery. Final Report.
- ED 062 420
Merchandise Packer (any ind.) 9-68.30--
Technical Report on Standardization of the
General Aptitude Test Battery.
- ED 062 429
Monotype-KeyBoard Operator (print. and pub.;
type found.) 650.582--Technical Report on
Development of USTES Aptitude Test Battery.
- ED 062 427
Moulder, Color Film (any ind.) 976.885--
Technical Report on Standardization of the
General Aptitude Test Battery.
- ED 062 425
Order Filler (any ind.) 922.887 (9-88.40)--
Technical Report on Development of USTES
Aptitude Test Battery.
- ED 062 444
Packaging-Machine Mechanic (drug. prep. &
rel. prod.) 920.280--Development of USTES
Aptitude Test Battery.
- ED 062 421
Parts Storekeeper (whole. tr.) 1-75.24--Techni-
cal Report on Standardization of the General
Aptitude Test Battery.
- ED 062 431
Power Lawn Mower Assembler (agric. equip.)
6-94.352--Technical Report on Standardization
of the General Aptitude Test Battery.
- ED 062 405
Presser, Machine (any ind.; laund.) 7-57.511--
Technical Report on Standardization of the
General Aptitude Test Battery.
- ED 062 410
Press Operator (glass mfg.) 4-65.415--Techni-
cal Report on Standardization of the General
Aptitude Test Battery.
- ED 062 433
Radio Receiver Assembler (Electronics 6-
98.010--Technical Report on Standardization
of the General Aptitude Test Battery.
- ED 062 419
Service Engineer (Mach. Tools & Access.) 5-
83.988--Technical Report on Standardization
of the General Aptitude Test Battery.
- ED 062 445
Solderer I (any ind.) 6-95.001--Technical Re-
port on Standardization of the General Ap-
titude Test Battery.
- ED 062 406
Stereotyper (print. & pub.) 975.782--Technical
Report on Development of USTES Aptitude
Test Battery.
- ED 062 439
Stripper (print. & pub.) 971.381--Development
of USTES Aptitude Test Battery.
- ED 062 404
Waitress (hotel & rest.) 2-27.12--Technical Re-
port on Standardization of the General Ap-
titude Test Battery.
- ED 062 442
Woodworking Machine Operator, General
(woodworking) 6-33.910--Technical Report on
Standardization of the General Aptitude Test
Battery.

- Czech**
Czech Basic Course: Verb List. ED 061 816
- Data Analysis**
Analysis of Visual Perception of Children in the Appalachia Preschool Education Program. ED 062 019
An Investigation in Educational Resource Allocation in School Districts. ED 061 602
- Data Bases**
OTIS Basic Index Access System (OBIAS); A System for Retrieval of Information From the ERIC and CUE Data Bases Utilizing a Direct Access Inverted Index of Descriptors and a Reformatted Direct Access ERIC-CUE File. ED 061 979
- Data Collection**
Child Care Data and Services. ED 062 002
Systems Book for a Student Information System. End of Project Report, 1968-1971, Volume II. ED 062 066
- Data Processing**
The Fourth Revolution; Instructional Technology in Higher Education. ED 061 994
Report on the Feasibility of an International Serials Data System, and Preliminary Systems Design. Prepared for the UNISIST/ICSU-AB Working Group on Bibliographic Descriptions. ED 061 954
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Day Care as a Child-Rearing Environment. ED 062 014
Day Care for America's Children. ED 062 568
The "Politics" of Day Care. ED 062 013
Preschool Education and Day Care for Swedish Children. ED 062 015
Suggested Equipment and Supplies for Infant-Toddler Center. ED 062 012
- Deaf Education**
Computer-Assisted Instruction for the Deaf at Stanford University. Annual Report. ED 061 775
- Decision Making**
A Comparative Study of Team and Individual Decision Making. ED 062 309
A Critical Look at the Cross Impact Matrix Method. A Research Report. ED 061 635
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The Effects of Various Attitude Congruence Conditions on Teacher Selection Decisions. ED 061 618
Information Wants of Seven Groups of Users Considering the Adoption or Adaptation of Instructional Systems. Interim Report. ED 061 773
The "Politics" of Day Care. ED 062 013
The Relevance of the CIPP Evaluation Model for Educational Accountability. ED 062 385
A Tentative Organizational Schema for Decision-Making Problems. ED 061 588
- Decision Making Skills**
A Comparative Study of Team and Individual Decision Making. ED 062 309
A Tentative Organizational Schema for Decision-Making Problems. ED 061 588
- Definitions**
Glosario explicativo ingles-castellano de terminos de Gramatica Generativa Transformacional (An English-Spanish Explanatory Glossary of Terminology in Transformational Generative Grammar). ED 062 408
- Library System Definition; Functions & Interfaces. ED 061 799
Special Libraries. ED 061 971
- Degree Requirements**
Ed. D. in Educational Administration. Revised. ED 061 638
Less Talk, More Action: The Dangers and Possibilities of the External Degree. ED 061 872
- Degrees (Titles)**
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1969-70. ED 061 898
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Recent Trends in the Reading Levels of Delinquent Boys. ED 062 086
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Legislative Guide for Drafting State-Local Programs on Juvenile Delinquency. ED 061 535
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Volunteers Help Youth. ED 061 513
- Delinquent Behavior**
Early Identification of Delinquency Prone Youth. The Eau Claire County Youth Study, Phase IV, 1969-1972. ED 062 059
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Social Studies: Our Federal Government. ED 062 235
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Some Current Population Trends. ED 062 056
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INDICOM. (Individual Communications System). Final Report. ED 061 707
- Demonstration Projects**
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Deschooling Society. ED 061 729
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- The Relationship between Anomia and Participation in Adult Basic Education. ED 061 483
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- Disadvantaged Youth**
- America's Other Youth: Growing up Poor. ED 062 478
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- Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children. ED 061 684
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- Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report. ED 062 025
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- Discrimination Learning**
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- Teaching Children to Discriminate Letters of the Alphabet Through Errorless Discrimination Training. ED 062 085
- Discussion Experience**
- The Effects of Listening Training on Teacher Listening and Discussion Skills. ED 062 310
- Discussion Programs**
- The United Nations and This Beleaguered Earth, A Discussion Guide. ED 062 170
- DISTAR**
- Distar Instructional System. ED 061 632
- Distributive Education**
- Advisory Committees for Cooperative Education Programs. ED 062 524
- Distributive Education—Instructional Materials. ED 062 576
- District of Columbia**
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- Divergent Thinking**
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- Division of Manpower and Institutions**
- Design of a Planning and Assessment System for the Division of Manpower and Institutions. ED 062 386
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- Environment: Readings for Teachers. ED 062 188
- Everybody's Ecology. A Field Guide to Pleasure and Perception in the Out-of-Doors. ED 062 108
- New Comprehensive National Development Plan. ED 062 232
- Social Studies: Ecology and Survival. ED 062 234
- Economically Disadvantaged**
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- Rural Poverty and the Urban Crisis. A Strategy for Regional Development. ED 062 058
- Economic Disadvantage**
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- Deschooling Society. ED 061 729
- Economic Factors**
- Continuing Education as a National Capital Investment. ED 061 503
- The Enrollment Inducing Effects of Local Colleges. ED 061 926
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- Educable Mentally Handicapped**
- Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children. ED 061 684
- Psychoeducational Issues in Educable Mental Retardates: Dependency and Learning. Final Report. ED 061 680
- A Secondary Pre-Vocational Curriculum Guide for Teachers of the Educable Mentally Retarded. ED 062 545
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- TESOL: Our Common Cause. ED 061 844
- Educational Accountability**
- Accountability and the Teaching of English. ED 062 344
- Accountability English Style: Dialogue, a Two-Way street, The Cards on the Table. ED 062 353
- Accountability in Education. A Research Memorandum. ED 061 620
- Educational Personnel Development: Challenge of the Seventies. Report of a Conference for Chief State School Officers. (Palo Alto, California, July 30-August 7, 1970.) ED 061 630
- Problems and Promises in Performance Contracting. ED 062 369
- Proceedings of the 23rd Annual State Conference on Educational Research. "Accountability and the Curriculum." ED 062 269
- Proceedings of the Annual State Conference on Educational Research "Accountability and the Curriculum" (23rd). ED 062 382
- Purpose and Process: Readings in Educational Research and Development. Appendix 2 to Hearings on H. R. 3606 and Related Bills to Create a National Institute on Education Before the Select Subcommittee on Education. ED 062 305
- The Relevance of the CIPP Evaluation Model for Educational Accountability. ED 062 385
- There's a New School Coming. Third Annual Report: The Florida Educational Research and Development Program. ED 061 591
- Educational Administration**
- An Annotated Bibliography of Institutional Research 1970-1971. ED 061 650
- Ed. D. in Educational Administration. Revised. ED 061 638
- Educational Administration: Changing Conditions, Demands, Insights and Concepts. ED 061 587
- Planning New Structures of Post-Secondary Education. Introductory Analysis and Draft Programme of Work. ED 061 867
- Problem Areas in Occupational Education for the 1970's. ED 062 544
- A Review and Synthesis of Research on Management Systems for Vocational and Technical Education. ED 062 505
- School Management: Administrator Union or Management Team? ED 061 611
- Standards for State Approval of Teacher Education. ED 062 278

Tentative Recommendations Concerning A University Senate and the Council of Deans.
ED 061 884

Educational Attitudes

Purpose and Process: Readings in Educational Research and Development. Appendix 2 to Hearings on H. R. 3606 and Related Bills to Create a National Institute on Education Before the Select Subcommittee on Education.
ED 062 305

Selected Aspects of Vocational Image as Perceived by a Public Categorized by Occupational Levels.
ED 062 555

Some Variables Why so Few High School Graduates Attend Post-High School Area Vocational Schools.
ED 062 498

Educational Background

Secondary School Science Teachers, 1969. Background and Professional Characteristics.
ED 062 281

A Survey of Post-Secondary Vocational-Technical Teachers in Texas.
ED 062 533

Educational Catalyst Organization

The Educational Catalyst: An Imperative for Today.
ED 061 991

Educational Change

An Alternative Teacher Training Model for Urban America—the Teacher as a Social Systems Agent.
ED 062 490

Characteristics of Selected Two-Year Institutions Undergoing Academic Extension: 1958-59 Through 1967-68.
ED 061 875

Criteria for Type of Change-Agent in Changing Educational Organizations.
ED 061 642

Dare to Care/Dare to Act: Racism and Education.
ED 062 470

Deschooling Society.
ED 061 729

Education for Einstein's World.
ED 062 458

Independence and Community in Our Schools.
ED 062 242

Involving Parents in Programs of Educational Reform.
ED 061 998

New Students and New Needs in Higher Education.
ED 061 909

No Particular Place to Go: The Making of a Free High School.
ED 061 731

Proceedings of the Conference on Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions.
ED 061 552

Review and Synthesis of Strategies for Effecting Change in Vocational and Technical Education.
ED 062 512

Social Deprivation and Change in Education: American Action and Reaction.
ED 062 456

Studies in the Social and Cultural History of British Universities. Final Report.
ED 061 913

Educational Coordination

Teacher Centers: An Outline of Current Information.
ED 062 302

Teaching the Large Class at the Undergraduate Level. Final Report.
ED 061 907

Un modelo de coordinacion en la ensenanza del ingles en un mismo nivel de conocimientos (A Model of Coordination in the Teaching of English at a Given Level of Achievement).
ED 061 804

Educational Demand

Moratorium on New Junior Colleges.
ED 061 928

Educational Development

Alternative Futures in American Education. Appendix 3 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of

Education Before the Select Subcommittee on Education.
ED 062 306

A College for Everyman.
ED 061 932

Educational Research: Prospects and Priorities. Appendix 1 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education.
ED 062 304

An Estimated Income Scale.
ED 061 902

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A Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education.
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Interdisciplinarity: Problems of Teaching and Research in Universities.
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Phase II Institutional Planning: Role and Scope Study of Public Higher Education in Kentucky.
ED 061 883

The Prototype Enabling Teacher Education Program: Summary and Assessment. Sourcebook I.
ED 062 280

South Alabama Research Consortium. Final Report.
ED 061 914

Studies in the Social and Cultural History of British Universities. Final Report.
ED 061 913

Utilization of the PPBS Concept in the Development of a Departmental Budget for a Liberal Arts College.
ED 061 888

Educational Diagnosis

Improving the Assessment of Intelligence.
ED 062 483

The Origins and Development of the Pluralistic Assessment Project.
ED 062 461

Sociocultural Factors in the Educational Evaluation of Black and Chicano Children.
ED 062 462

Educational Disadvantage

The Education of Indians in Ontario: A Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario. A Strathmore Study.
ED 062 039

Educational Economics

Frontier Functions: An Econometric Approach to the Evaluation of Educational Effectiveness.
ED 061 629

Implementing Cost-Benefit Research in Education.
ED 061 616

Educational Equipment

Suggested Equipment and Supplies for Infant - Toddler Center.
ED 062 012

Educational Experience

Secondary School Science Teachers, 1969. Background and Professional Characteristics.
ED 062 281

Educational Experiments

Bilingual Schooling: Some Experiences in Canada and the United States.
ED 061 849

The Office of Economic Opportunity Experiment in Educational Performance Contracting. Final Report.
ED 061 631

The Office of Economic Opportunity Experiment in Educational Performance Contracting. Interim Report.
ED 061 645

A Pilot Program in Teaching Spanish: An Intensive Approach. Final Report.
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ED 061 861

Educational Facilities

Building Renovation and Modernization. Educational Facilities Review Series Number 4.
ED 061 573

Scattered Schools.
ED 061 880

SEF - Academic Evaluation. An Interim Report.
ED 061 598

Utilization of Instructional Space.
ED 061 892

Educational Finance

Eleventh Annual Salary Survey.
ED 062 283

Extended and Revised National Teacher-Training Adult Basic Education Program Funded under the Adult Education Act of 1966.
ED 061 470

Factors Affecting Pupil Cognitive Growth in Disadvantaged Children.
ED 062 492

The Financial Crisis in Higher Education: Past, Present, and Future.
ED 061 896

The Possible Dream: Meeting Student Financial Needs.
ED 061 874

Public Policy for the Financing of Higher Education: Proceedings.
ED 061 910

A Report on the Use of Costing and Other Financial Techniques in Technical Colleges by the Committee on the More Effective Use of Technical College Resources.
ED 061 864

SEA - LEA Personnel and Financial Resources Assessment Package.
ED 061 594

Selected Court Decisions Relating to Equal Educational Opportunity.
ED 062 471

Tuition Pricing: An Instructional Factors Matrix Approach.
ED 061 869

U. S. Office of Education Support for the Arts & the Humanities, 1972.
ED 062 357

Educational Games

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ED 062 200

Educational Aspects of Simulation.
ED 061 753

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ED 061 721

Educational Guidance

Most Veterans Not Completing Correspondence Courses—More Guidance Needed from the Veterans Administration. Report to the Congress.
ED 061 514

Educational Improvement

Career Education: A Handbook for Implementation.
ED 062 521

Curriculum Planning as It Should Be.
ED 061 585

The Educational Catalyst: An Imperative for Today.
ED 061 991

Proceedings of the 23rd Annual State Conference on Educational Research. "Accountability and the Curriculum."
ED 062 269

- The Prototype Enabling Teacher Education Program: Summary and Assessment. Sourcebook 1. ED 062 280
- Rx for a Healthful State ATE Unit. Occasional Paper No. 2. ED 062 273
- Student-Designed Curricula. ED 061 917
- West Tennessee Research Development Consortium. Final Report. ED 061 920
- Educational Innovation**
- CATV: Education's Pipeline or Pipedream. ED 061 712
- The Educational Catalyst: An Imperative for Today. ED 061 991
- Open Plan - Open Education. ED 061 601
- Problems and Promises in Performance Contracting. ED 062 369
- Proceedings of the Conference on Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions. ED 061 552
- Review and Synthesis of Strategies for Effecting Change in Vocational and Technical Education. ED 062 512
- A Study of Educational Knowledge Diffusion and Utilization. ED 061 772
- Educational Legislation**
- Extended and Revised National Teacher-Training Adult Basic Education Program Funded under the Adult Education Act of 1966. ED 061 470
- U. S. Office of Education Support for the Arts & the Humanities, 1972. ED 062 357
- Educationally Disadvantaged**
- Adult Referral and Information Service in Education (ARISE). Final Report. ED 061 479
- The Effectiveness of Compensatory Education: Summary and Review of the Evidence. ED 062 475
- System for Inter-Agency Coordination in Adult Education. ED 061 473
- Educational Needs**
- Alternative Futures in American Education. Appendix 3 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education. ED 062 306
- The Continuing Education Needs of Clergymen in Michigan. ED 061 519
- Educational Personnel for Urban Schools; What Differentiated Staffing Can Do. ED 062 307
- Educational Research: Prospects and Priorities. Appendix 1 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education. ED 062 304
- An Imperative: A National Policy for Teacher Education. ED 062 267
- Neighbourhoods of the Air. ED 061 737
- Patterns for Designing Children's Centers. A Report. ED 061 577
- People for the People's College: Community-Junior College Staff Development, Priorities for the 70's. A Summary. ED 061 942
- Selected Convention Papers: Inspection and Introspection of Special Education. ED 061 697
- Selected Convention Papers: New Frontiers in Special Education. ED 061 698
- Selected Convention Papers: Perspectives in Theory and Practice. ED 061 696
- Selected Convention Papers: Special Education - Strategies for Educational Progress. ED 062 306
- Serving Black Students--for What? ED 061 699
- Two Million Without Skills. ED 062 453
- ED 062 554
- Educational Objectives**
- An Alternative Teacher Training Model for Urban America--the Teacher as a Social Systems Agent. ED 062 490
- ASEP--A National Curriculum Development Project in Australia. ED 062 107
- Bilingual Program Application for Continuation Proposal: Compton Unified School District. ED 061 835
- Contemporary Concepts in Vocational Education. The First Yearbook. ED 062 578
- Documentation Report, Self-Paced Physics, Classification of Learning Objectives. ED 062 123
- Educational Administration: Changing Conditions, Demands, Insights and Concepts. ED 061 587
- Educational Research: Prospects and Priorities. Appendix 1 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education. ED 062 304
- An Ex Post Facto Needs Assessment Using a Modified Delphi Technique to Determine the Goals of a Community College Learning Resources Center. ED 061 923
- Fort Benton Agri-Industry Curriculum Outline. ED 062 037
- Fort Benton Business Education Curriculum Outline. ED 062 032
- Fort Benton Home Economics Curriculum Outline. ED 062 031
- Fort Benton Industrial Arts Curriculum Outline. ED 062 035
- Fort Benton Language Arts Curriculum Outline. ED 062 038
- Fort Benton Mathematics Curriculum Outline. ED 062 036
- Fort Benton Science Curriculum Outline. ED 062 033
- Fort Benton Social Studies Curriculum Outline. ED 062 034
- Fort Benton Trades & Industry Curriculum Outline. ED 062 030
- Purpose and Process: Readings in Educational Research and Development. Appendix 2 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education. ED 062 305
- Report From Project Focus: Strategies for Change. ED 061 929
- Statistical Data and Narrative. End of Project Report, 1968-1971, Volume I. ED 062 065
- A Study of an Inservice Program of Evaluation in Escambia County, Florida Public Schools. ED 062 390
- Educational Opportunities**
- The Princeton Plan: Beyond the Statistics; Princeton's Investment in Children Provides New Opportunities for All. ED 062 500
- Puerto Rican Parents and Mainland Schools, Hartford, Connecticut. ED 062 473
- Two Million Without Skills. ED 062 554
- What Constitutes Equity for Women in Higher Education? ED 061 870
- Educational Philosophy**
- Aesthetics and Problems of Education. ED 062 359
- Alternative Futures in American Education. Appendix 3 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education. ED 062 306
- Career Education: A Handbook for Implementation. ED 062 521
- Contemporary Concepts in Vocational Education. The First Yearbook. ED 062 578
- Deschooling Society. ED 061 729
- Education for Einstein's World. ED 062 458
- The Effect of Informal and Formal British Infant Schools on Reading Achievement. ED 062 011
- Learning Systems for Preschool Physically Handicapped Children: A Training Program. Volume II, Number 3. ED 061 688
- Open Plan - Open Education. ED 061 601
- Preschool Education and Day Care for Swedish Children. ED 062 015
- Proceedings of the Conference on Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions. ED 061 552
- Purpose and Process: Readings in Educational Research and Development. Appendix 2 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education. ED 062 305
- Educational Planning**
- Annual Conference on Higher Education General Information Survey (HEGIS) (7th, Washington, D.C., June 21-25, 1971). Final Report. ED 061 900
- Educational Administration: Changing Conditions, Demands, Insights and Concepts. ED 061 587
- An Educational Planning System: Cost-Effectiveness Approach. ED 061 644
- Education for Einstein's World. ED 062 458
- An Estimated Income Scale. ED 061 902
- Higher Education Report. ED 061 866
- Phase II Institutional Planning: Role and Scope Study of Public Higher Education In Kentucky. ED 061 883
- Planning New Structures of Post-Secondary Education. Introductory Analysis and Draft Programme of Work. ED 061 867
- Report From Project Focus: Strategies for Change. ED 061 929
- Royal Commission on Medical Education 1965-68 Report. ED 061 865
- Specifying Future Educational Needs in a Changing Political Climate. ED 061 589
- Vocational Education Planning: Manpower, Priorities, and Dollars. Final Report. ED 062 515
- Educational Policy**
- Bilingual Education for American Indians. ED 061 789
- A College for Everyman. ED 061 932
- The Education of Indians in Ontario: A Report of the Provincial Committees on Aims and Objectives of Education in the Schools of Ontario. A Strathmere Study. ED 062 039
- A Guide for Assessing the Feasibility of Differentiated Staffing. ED 062 266
- An Imperative: A National Policy for Teacher Education. ED 062 267
- Institutional Research and Institutional Policy Formulation. Proceedings of Association for Institutional Research Annual Forum (11th, Denver, Colorado, 1971). ED 061 590
- The Malay Language in Malaysia: An Applied Sociolinguistic Study. ED 061 818
- Planning Techniques for Local Programs of Vocational Education. ED 062 518

- Social Deprivation and Change in Education: American Action and Reaction. ED 062 456
- State Leadership in Education in the 1970's: Significant Recent and Prospective Changes in Society that Have Important Implications for the States. ED 061 586
- Two Contrasting Educational Models: Applications and Policy Implications. ED 061 750
- Educational Problems**
- De-Indianizing the American Indian: An Essay on the Education of the American Indian. ED 062 027
- Early Identification of Delinquency Prone Youth. The Eau Claire County Youth Study, Phase IV, 1969-1972. ED 062 059
- Indians and Their Education in Minneapolis and St. Paul. The National Study of American Indian Education, Series II, No. 5, Final Report. ED 062 057
- Problem Areas in Occupational Education for the 1970's. ED 062 544
- Wastage in Education: A World Problem. Studies and Surveys in Comparative Education Series. ED 061 647
- Educational Programs**
- Adult Basic Education Staff Training. Literature Search. ED 061 481
- Analysis of Intelligence Scores. ED 062 016
- Analysis of Social Skills Development in the Appalachia Preschool Education Program. ED 062 021
- Analysis of Visual Perception of Children in the Appalachia Preschool Education Program. ED 062 019
- A Comparison of AEL's Preschool Education Program with Standard Kindergarten Programs. ED 062 023
- Evaluating the Effectiveness of Programs Designed to Improve the Education of Mexican-American Pupils. ED 062 047
- Factor Analysis of the Appalachia Preschool Education Program Test Data. ED 062 020
- A Five-Year Longitudinal Comparison of a Traditional versus Structured Preschool Program on Cognitive, Social, and Affective Variables. ED 062 007
- Involving Parents in Programs of Educational Reform. ED 061 998
- Matter, Motion, and Man. An Experimental Program in General Science. ED 062 202
- Matter, Motion, and Man, Volume II. ED 062 203
- Matter, Motion, and Man, Volume III. ED 062 204
- National Endowment for the Humanities Sixth Annual Report. ED 062 358
- The Prototype Enabling Teacher Education Program: Summary and Assessment. Sourcebook I. ED 062 280
- Report of the Director-General on the Activities of the Organization in 1971. ED 061 467
- Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report. ED 062 025
- Selected Convention Papers: 45th Annual International CEC Convention (St. Louis, Missouri, March 26-April 1, 1967). ED 061 700
- Staff Training Model in an Agency Setting. Volume II, Number 6. ED 061 661
- A Study of Certain Phases of Undergraduate Teacher Education in NCATE Accredited Institutions. ED 062 276
- A Study of the Legislation Concerning the Special Education of Handicapped Children and Young People. ED 061 681
- Summary of Massachusetts Study of Educational Opportunities for Handicapped and Disadvantaged Children. ED 061 678
- Summative Evaluation of the Appalachia Preschool Education Program. ED 062 024
- Teacher Education in Ohio. ED 062 282
- Training of Medical Assistants and Similar Personnel. ED 062 556
- Educational Quality**
- Rx for a Healthful State ATE Unit. Occasional Paper No. 2. ED 062 273
- Educational Radio**
- FM Radio; An Oral Communication Project for Migrants in Palm Beach County. ED 061 739
- Radio and Television in Literacy. A Survey of the Use of the Broadcasting Media in Combating Illiteracy among Adults. ED 061 493
- Educational Research**
- Accountability in Education. A Research Memorandum. ED 061 620
- Achievement as a Function of External Organizers and Organizing Ability. ED 062 196
- Alternative Futures in American Education. Appendix 3 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education. ED 062 306
- Annotated Bibliography for 1968 Studies and Research. ED 062 239
- Annual Conference on Higher Education General Information Survey (HEGIS) (7th, Washington, D.C., June 21-25, 1971). Final Report. ED 061 900
- The Educational Catalyst: An Imperative for Today. ED 061 991
- Educational Research: Prospects and Priorities. Appendix 1 to Hearings on H. R. 3606 and Related Bills to Create a National Institute of Education Before the Select Subcommittee on Education. ED 062 304
- The Efficiency/Equity Quandary and Higher Educational Finance. ED 061 603
- A Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education. ED 062 271
- Global Dimensions in U.S. Education: The University. ED 061 911
- Graduate Education and Sponsored Research: The Perception, Influence, and Use of Research in the Educational Experience of Recent Ph.D. Recipients. ED 062 288
- Implementing Cost-Benefit Research in Education. ED 061 616
- INDICOM. (Individual Communications System). Final Report. ED 061 707
- Innovation and Experiment in Education. ED 061 720
- Interpersonal Compatibilities of Innovative and Non-Innovative School Principals and Curriculum Coordinators. ED 061 606
- An Investigation in Educational Resource Allocation in School Districts. ED 061 602
- Liberal Education and Journalism. ED 062 337
- Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 2. ED 062 579
- Need Satisfaction of Educational Administrators. ED 061 584
- Observation Instruments and Methodology and Their Application in The Classroom: An Annotated Bibliography. ED 062 277
- The Office of Economic Opportunity Experiment in Educational Performance Contracting. Final Report. ED 061 631
- Preparation of Educational Personnel 1968-69, 1969-70 and 1970-71 with Trends from 1966-67. ED 062 298
- Proceedings of the 23rd Annual State Conference on Educational Research. "Accountability and the Curriculum." ED 062 269
- Proceedings of the Annual State Conference on Educational Research "Accountability and the Curriculum" (23rd). ED 062 382
- Purpose and Process: Readings in Educational Research and Development. Appendix 2 to Hearings on H. R. 3606 and Related Bills to Create a National Institute on Education Before the Select Subcommittee on Education. ED 062 305
- A Replication and an Example of Serendipity in Educational Research. ED 062 396
- School Board Incumbent Defeat in Partisan Elections. ED 061 608
- Studies in the Social and Cultural History of British Universities. Final Report. ED 061 913
- Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education. ED 062 560
- Title III, Co-Op STEP: Statistical Report Showing the Effect of Individual Instruction and Team Teaching upon the Academic Growth of High School Students in English. ED 062 355
- The Values and Value Systems of Educational Administrators. ED 061 583
- West Tennessee Research Development Consortium. Final Report. ED 061 920
- West Tennessee Research Development Consortium. Final Report. ED 061 919
- Educational Resources**
- [The Educational Resources Management System: Application of PPBES Concepts to Education.] ED 061 595
- What Are We Learning About Learning Centers? ED 061 967
- Educational Retardation**
- Recent Trends in the Reading Levels of Delinquent Boys. ED 062 086
- Educational Sociology**
- Social Science Paradigms and the Study of Complex Organizations. ED 062 245
- Educational Specifications**
- Development of Specifications for a Low Cost Computer System for Secondary Schools. Final Report. ED 061 768
- Educational Strategies**
- Can We Teach Children to Think Creatively? ED 061 544
- Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972). ED 062 539
- Contract Grading in the Basic Communication Course: A Negotiation and Bargaining Situation for Communication Research. ED 061 742
- Review and Synthesis of Strategies for Effecting Change in Vocational and Technical Education. ED 062 512
- There's a New School Coming. Third Annual Report: The Florida Educational Research and Development Program. ED 061 591

178 Subject Index

Educational System Seventies

Coordination of Organic Curriculum Development in the Public Schools of Duluth, Minnesota. Final Report.

ED 061 655

Educational Technology

Audiovisual Market Place 1972-1973. A Multimedia Guide.

ED 061 711

CATV: Education's Pipeline or Pipedream.

ED 061 712

A Concept-Sampling Procedure for Quiz-Oriented Instruction.

ED 062 400

HumRRO Bibliography of Publications; As of 30 June 1971.

ED 061 727

Innovation in the Professional Preparation of Foreign Language Teachers.

ED 061 847

What Are We Learning About Learning Centers?

ED 061 967

Educational Television

1969 Institute on Instructional Television and Adult Basic Education. Final Narrative Report.

ED 061 485

Evaluating Carrascolendas: A Television Series for Mexican-American children.

ED 062 367

Radio and Television in Literacy. A Survey of the Use of the Broadcasting Media in Combating Illiteracy among Adults.

ED 061 493

A Regional Educational Television Project for Non-English Speaking Spanish-Surname Adults. Final Report.

ED 061 477

Sesame Street: Developed by Children's Workshop.

ED 062 026

Educational Theories

Clarification: The Terms of a Schema for Insights.

ED 061 791

Deschooling Society.

ED 061 729

Directions in Education for Information Science; Proceedings of a Symposium for Educators (Denver, Colorado, November 11-13, 1971).

ED 061 947

Knowledge Utilization in Education: A Review of Significant Theories and Research.

ED 061 468

Models of Teaching as a Paradigm for Teaching Education.

ED 062 301

Planning for Evaluation of the LRDC Instructional Model.

ED 061 776

Educational Trends

Report From Project Focus: Strategies for Change.

ED 061 929

Education Improvement Program

Huntsville-Madison County Education Improvement Program, 1966-1971. Final Report.

ED 062 004

Education Majors

Training Reading Teachers at the Graduate and Undergraduate Level--There Should Be a Difference.

ED 062 098

Education Professions Development Act

Papers Presented at a Conference on an EPDA Project Involving Fellowship Programs in Vocational Education (Columbus, Ohio, April 12-14, 1971).

ED 062 532

Education Vouchers

Accountability in Education. A Research Memorandum.

ED 061 620

Effective Teaching

Frontier Functions: An Econometric Approach to the Evaluation of Educational Effectiveness.

ED 061 629

A Study of Attitude Factors for Secondary School Teachers and Teacher Education Students.

Teacher Differences as Reflected in Student Aptitude-Achievement Relationships.

ED 062 308

Electrical Occupations

Lineman, Repair (light, heat, & power) 821.381--Development of USTES Aptitude Test Battery.

ED 062 418

Electronic Data Processing

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ED 062 537

The CIMARON System: Modular Programs for the Organization and Search of Large Files. Final Report.

ED 061 978

FMS: A Format Manipulation System for Automatic Production of Natural Language Documents, Second Edition. Final Report.

ED 061 976

Information System for Vocational Decisions--On the Concept of Purpose.

ED 062 534

Information System for Vocational Decisions--Project Report 16.

ED 062 535

Information System for Vocational Decisions. Miscellaneous Project Reports.

ED 062 536

INTX: Interactive Assembler Language Interpreter Users' Manual; Preliminary Programming Manual and Version II Extensions. Final Report.

ED 061 977

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ED 061 946

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ED 061 956

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ED 062 066

Technical Reports (Part I). End of Project Report, 1968-1971, Volume III.

ED 062 067

Electronic Technicians

Electronics-Unit Assembler (electronics) 6-98.014 -- Technical Report on Standardization of the General Aptitude Test Battery.

ED 062 436

Electronic Video Recording

EVR Television Catalog.

ED 061 717

Elementary Education

The Critical Conceptual and Operational Elements of the Neighborhood Educational Center. NEC Project.

ED 062 480

Planning for Evaluation of the LRDC Instructional Model.

ED 061 776

Elementary Grades

Behavioral and Achievement Correlates of Social Interaction Variables in the Elementary Classroom.

ED 062 394

Bilingual Program Application for Continuation Proposal: Compton Unified School District.

ED 061 835

Developing Curriculum for Bilingual Education.

ED 061 811

The Development and Evaluation of Audio-Tutorial Programmed Instruction in Learning Concepts of Ecology and Conservation. Final Report.

ED 062 189

Environmental Awareness Sampler.

ED 062 121

Language in American Indian Education: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior.

ED 061 788

Rationale and Description of "Basic Elementary Reading Vocabularies."

ED 062 091

[Read Aloud Stories Series: A Product of a Project to Create Stories and Beginning Reading Materials for Pre-School Indian Children in South Dakota.]

ED 062 081

[Rebus Reading Book Series: A Product of a Project to Create Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota.]

ED 062 082

RIF's Guide to Book Selection. Supplement 2.

ED 062 095

Teacher's Guide for SST..T.T (Sound, Sense, Today, Tomorrow, Thereafter).

ED 062 164

The Visual Analysis Test: An Initial Report.

ED 062 368

Elementary School Mathematics

Arithmetic Proficiency Training Program Developed by Science Research Associates, Inc. Product Development Report No. 11.

ED 062 184

Classificational Abilities of Young Children.

ED 062 201

Classroom Proven Motivational Mathematics Games, Monograph No. 1.

ED 062 200

The Effect of Class Size on the Learning of Mathematics: A Parametric Study.

ED 062 138

An Evaluative Study of the Effects of Cognitive Acceleration in Mathematics in the Early School Years.

ED 062 207

Forty-One Conferences on the Training of Teachers of Elementary School Mathematics, A Summary.

ED 062 159

Individually Prescribed Instruction--Mathematics (IPI--Math). Product Development Report No. 17.

ED 062 183

An Investigation in the Learning of Relational Properties by Kindergarten Children.

ED 062 137

Mathematical Experiencing.

ED 062 168

Math Readiness and Related Considerations.

ED 062 193

A Proposal to Disseminate Patterns in Arithmetic and to Determine Effectiveness of Dissemination. Final Report.

ED 062 208

The Relation Between the Development of Certain Conservation and Measurement Concepts.

ED 062 140

Spatial and Modality Effects in Simple Mathematical Computation.

ED 062 194

Elementary Schools

Consulting Techniques in Racially Integrated Elementary Schools.

ED 062 485

The Effect of Informal and Formal British Infant Schools on Reading Achievement.

ED 062 011

Elementary School Science

Assessment of Existing Elementary Science Programs.

ED 062 163

Elementary School Science Programs: Pupil and Teacher Attitudes.

ED 062 146

Elementary School Students

Application of an Anthropological Technique to Desegregated Schools.

ED 062 501

Assessment of an Intervention Curriculum Unit in Intergroup Education.

ED 062 450

Children As Film Makers.

ED 061 706

Children's Verbal Learning and Comprehension in the Aural and Visual Modes.

ED 061 545

The Development of Awareness of the Black Standard/Black Nonstandard Dialect Contrast Among Primary School Children: A Pilot Study. Research and Development Memorandum Number 83.

- Differences in Value Patterns Among Sixth, Eighth, and Eleven Grade Students. ED 062 464
- The Effects of Verbal Rewards and Punishment on Subject-Matter Growth of Culturally Disadvantaged First Grade Children. ED 061 541
- The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children. ED 062 499
- The Negative "Aspects" of Children's Writing. ED 062 393
- The Self Concept of Students in Individually Prescribed Instruction. ED 062 341
- Technical Reports: Evaluation Reports, ESEA Title I, 1970-1971. ED 061 551
- ED 062 459
- Elementary Secondary Education Act**
Education Amendments of 1972. Conference Report [to accompany S.659]. ED 061 465
- Emergency Programs**
Emergency Health Services Selected Bibliography. ED 062 548
- Games That Teach. Classroom Activities on Individual and Community Disaster Preparedness for Elementary and Secondary Schools. ED 062 264
- Emotional Adjustment**
Bibliotherapy: An Annotated Bibliography Dealing with Physical and Self-Image Handicaps. ED 061 689
- Emotional Development**
Will You Help? ED 062 006
- Emotional Experience**
Child Development through Literature. ED 062 354
- Emotionally Disturbed**
Effects of Parent Communication Training on Child Behavior. ED 061 693
- Evaluation of Selected Aspects of Project 750. Final Report. ED 061 695
- Residential Treatment Centers for Emotionally Disturbed Children, 1969-1970. ED 061 685
- Rutland Center. Volume II, Number 10. ED 061 665
- Emotional Response**
Emotional Factors in the Learning and Non-specific Transfer of White and Black Students. ED 062 463
- Employer Based Career Education**
A Futures Perspective on Employer-Based Career Education, 1971-2000. ED 061 733
- Employer Employee Relationship**
Classified School Employees: Factors Influencing Their Attitudes Toward Work. Research Development Service Bulletin. ED 061 619
- Employment Agencies**
Starting and Managing an Employment Agency. ED 062 551
- Employment Level**
Manpower Theory and Policy and the Residual Occupational Elasticity of Substitution. ED 062 506
- Employment Opportunities**
The Nation's Stake in the Employment of Middle-Aged and Older Persons. ED 061 501
- SUIC: Improving Opportunities through In-Plant Training. ED 062 510
- Employment Problems**
Collective Bargaining for University Faculty in Canada. ED 061 901

Employment Programs

- Analyses of WIN Team Functioning and Job Requirements. Phase I: Duties and Tasks Performed by Teams and Team Members. ED 062 562

Employment Statistics

- Employment in Perspective: The Negro Employment Situation. ED 062 508

Employment Trends

- Career Preferences of Graduate Students. ED 061 877

Engineering Education

- A Curriculum Study of Systems Science and Engineering Programs. Final Report. ED 062 215
- Impact of Computers on Electrical Engineering Education—A View from Industry. ED 062 133
- An Undergraduate Computer Engineering Option for Electrical Engineering. ED 062 134
- An Undergraduate Course on Operating Systems Principles. ED 062 135

England

- The Design and Execution of a Language Testing Programme at University Level in the United Kingdom. ED 061 819
- Enquiry into Student Progress 1968. ED 061 862
- Language Laboratories. ED 061 779
- Scientific Research in British Universities and Colleges 1969-1970. Volume III: Social Sciences. ED 062 221
- Teaching Classics Today: A Progress Report. ED 061 780

English

- A Contrastive Analysis of English and Hungarian Grammatical Structure. Final Report. ED 061 859
- Glosario explicativo ingles-castellano de terminos de Gramatica Generativa Transformacional (An English-Spanish Explanatory Glossary of Terminology in Transformational Generative Grammar). ED 061 799
- A Methods Course for Prospective Teachers of English in Desegregated High Schools. ED 061 831
- Modern Studies in English: Readings in Transformational Grammar. ED 061 817
- Newspaper Makeup: Journalism, English. ED 062 331
- Teaching the History of the English Language in the Secondary Classroom. ED 062 356

English (Second Language)

- Audio-Visual Aids to the Learning of EFL for Vocational Purposes. ED 061 832
- Away Robin Run!: A Critical Description of the Teaching of the Language Arts in the Primary Schools of Trinidad and Tobago. ED 061 806
- Bilingual Education for American Indians. ED 061 789
- The Comparative Listenability of Shortwave Broadcasts. ED 062 342
- The Creation of Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota. Final Report. ED 062 080
- Englisch an Gesamtschulen: Handbuch zum Fremdsprachenunterricht, 7. Schuljahr (English in Comprehensive Schools: A Handbook for Foreign Language Instruction, Grade 7). ED 061 777
- ERIC Documents on the Teaching of English, Volume Seven: July-December 1971. ED 062 320
- Goof Analysis in English as a Second Language. ED 061 838
- Mexican-American and Public Aid Recipients Project (MAPAR). Final Report. ED 061 476
- Navajo Adult Basic Education.

- Pontiac Title VII Bilingual Education Program, 1970-71: Final Evaluation Report. ED 061 492
- The Psychological Reality of "Grammar" in the ESL Classroom. ED 061 840
- Question Generation by First Graders: A Heuristic Model. ED 061 845
- Social Studies: School, Home, and Neighborhood, Getting to Know More People and Places. English as a Second Language. ED 061 807
- Some Errors in English by Spanish-speaking Puerto Rican Children. ED 062 233
- Teacher's Guide; Books 1-2-3. ED 061 850
- Teaching Method English (UME). ED 061 515
- TESOL: Our Common Cause. ED 061 825
- Un modelo de coordinacion en la ensenanza del ingles en un mismo nivel de conocimientos (A Model of Coordination in the Teaching of English at a Given Level of Achievement). ED 061 804

English Curriculum

- English for the Seventies: A Guide for the Teaching of English, Eighth Level. ED 062 349
- ERIC Documents on the Teaching of English, Volume Seven: July-December 1971. ED 062 320
- Futuristic Designs in the English Curriculum: Four Scenarios. ED 062 348
- Project English Summaries, March 1970. ED 062 324
- Social Studies: School, Home, and Neighborhood, Getting to Know More People and Places. English as a Second Language. ED 062 233

English Departments

- Paraprofessionals in the English Department. ED 062 322

English Education

- Book Bait: Detailed Notes on Adult Books Popular with Young People. Second Edition. ED 062 338
- English and Reading in a Changing World. ED 062 336
- ERIC Documents on the Teaching of English, Volume Seven: July-December 1971. ED 062 320
- The Language of Man. Book 6. Teacher's Manual. ED 061 762
- Paraprofessionals in the English Department. ED 062 322

English Instruction

- Accountability and the Teaching of English. ED 062 344
- Accountability English Style: Dialogue, a Two-Way street, The Cards on the Table. ED 062 353
- A Comparison of First Grade Negro Dialect Speakers' Comprehension of Standard English and Negro Dialect. ED 062 350
- ERIC Documents on the Teaching of English, Volume Seven: July-December 1971. ED 062 320
- An Evaluation of an Innovative Approach to English Composition Instruction. Phase One. ED 061 944
- Lecture Alternatives in Teaching English. ED 062 326
- Literature Games. ED 062 351
- Phase One: Study of Objectives for English 1A Classes. Transfer Level Composition at De Anza College. ED 061 943
- Preparing College Teachers of English. ED 062 321
- Student Teaching in English. ED 062 329
- Teaching the History of the English Language in the Secondary Classroom. ED 062 356
- Title III, Co-Op STEP: Statistical Report Showing the Effect of Individual Instruction and

180 Subject Index

- Team Teaching upon the Academic Growth of High School Students in English. ED 062 355
Writing: National Results--Writing Mechanics. ED 062 325
- English Literature**
The Who's Who of Children's Literature. ED 062 339
- English Programs**
Paraprofessionals in the English Department. ED 062 322
- Enlisted Men**
The Relative Costs of Formal and On-the-Job Training for Navy Enlisted Occupations. ED 061 510
- Enrichment Activities**
Literature Games. ED 062 351
- Enrichment Programs**
Huntsville-Madison County Education Improvement Program, 1966-1971. Final Report. ED 062 004
- Enrollment**
Black Student Enrollment at the University of Maryland, College Park. 1968-1971. ED 061 893
- Enrollment Influences**
Career Education: Papers presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 5, 1972). ED 062 540
- Enrollment Projections**
A College for Everyman. ED 061 932
Moratorium on New Junior Colleges. ED 061 928
New Students and New Needs in Higher Education. ED 061 909
Specifying Future Educational Needs in a Changing Political Climate. ED 061 589
- Enrollment Rate**
Adult Basic Education Program Statistics: Students and Staff Data July 1, 1969-June 30, 1970 and Summary of Years 1966-70. ED 061 506
- Enrollment Trends**
A College for Everyman. ED 061 932
Freshman Class Vacancies in Fall 1971 and Recent Trends in Enrollments of Minority Freshmen. Report of Higher Education Panel Survey # 3. ED 061 894
Moratorium on New Junior Colleges. ED 061 928
Strategies Employed in Coping with Burgeoning Enrollments, 1969-70. ED 061 581
A Study of the Relations of Education in the Arts to General Academic Achievement by Secondary and College Students. Final Report. ED 061 614
- Entry Workers**
Young Workers: A Forgotten Group. ED 062 538
- Environment**
Environment Information ACCESS, Volume 2 Number 8. ED 062 186
Environment Information ACCESS, Volume 2 Number 9. ED 062 209
The Human Environment. . . New Challenge for the United Nations. ED 062 169
International Environmental Policy. [An Annotated Bibliography of Selected Documents Which Present Discussions or Viewpoints on the Formulation of International Environmental Policy]. ED 062 167
Measurement of Children's Preferences for the Play Environment. ED 061 578
- New Comprehensive National Development Plan. ED 062 232
Now or Never. The Fight Against Pollution. ED 062 132
Toward an Environmental Policy. ED 062 128
The United Nations and This Beleaguered Earth, A Discussion Guide. ED 062 170
- Environmental Criteria**
The Ecology of Home Environments. Final Report. ED 062 243
- Environmental Education**
Administrative Factors and Actions in Initiating Two-Year Post High School Environmental Control Technology Programs. A Suggested Guide. ED 062 531
Authorized Course of Instruction for the Quinmester Program. Science: Pollution; Environmental Crises; Basic Fundamentals of Ecology; and Does It Have to be a Dirty World. ED 062 176
Authorized Course of Instruction for the Quinmester Program. Science: Man and Nature. ED 062 180
The Development and Evaluation of Audio-Tutorial Programmed Instruction in Learning Concepts of Ecology and Conservation. Final Report. ED 062 189
Environmental Awareness Sampler. ED 062 121
Environmental Education, A Teacher's Guide with Inquiry and Value Seeking Strategies. ED 062 182
Environmental Quality, The First Annual Report of the Council on Environmental Quality together with the President's Message to Congress. ED 062 109
Environment: Readings for Teachers. ED 062 188
Life: A Question of Survival. ED 062 130
North of the Namaskeag: A Case Study in Viewer-Active Television. ED 061 764
Science Books, A Quarterly Review, Volume 8 Number 1. ED 062 206
Science Education Newsletter No. 18. ED 062 210
Simulation, Gaming, and Conventional Instruction: An Experimental Comparison. ED 062 303
Social Studies: Ecology and Survival. ED 062 234
- Environmental Influences**
Day Care as a Child-Rearing Environment. ED 062 014
The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children. ED 062 393
Locus of Control and Levels of Aspirations in Black and White Children. ED 061 528
Predicting the Meaning of Designed Environments. ED 061 574
Simulation, Gaming, and Conventional Instruction: An Experimental Comparison. ED 062 303
- Environmental Research**
The Ecology of Home Environments. Final Report. ED 062 243
Measurement of Children's Preferences for the Play Environment. ED 061 578
The Pre-School Child Near Environment: Variable Manipulation and Evaluation. ED 061 575
- Equal Education**
The Excluded Student; Educational Practices Affecting Mexican Americans in the Southwest. Mexican American Education Study. ED 062 069
Factors Affecting Pupil Cognitive Growth in Disadvantaged Children. ED 062 492
- The Participation of Minority-Group Parents in School Activities: A Study and a Case Study With Guidelines. ED 062 493
The Philosophical Justifications for Black Colleges in a Multiracial Society. ED 061 871
Selected Court Decisions Relating to Equal Educational Opportunity. ED 062 471
- Equalization Aid**
The Participation of Minority-Group Parents in School Activities: A Study and a Case Study With Guidelines. ED 062 493
- Equipment**
Self-Supporting Scenery for Children's Theatre . . . and Grown-Up's Too (A Scenic Workbook for the Open Stage). ED 062 347
- Equivalency Tests**
Credit By Examination. Proceedings from Workshops in the West 1971. ED 061 897
- ERIC Data Base**
OTIS Basic Index Access System (OBIAS); A System for Retrieval of Information From the ERIC and CIJE Data Bases Utilizing a Direct Access Inverted Index of Descriptors and a Reformatted Direct Access ERIC-CIJE File. ED 061 979
- Error Patterns**
Goof Analysis in English as a Second Language. ED 061 838
Some Errors in English by Spanish-speaking Puerto Rican Children. ED 061 850
Teaching Children to Discriminate Letters of the Alphabet Through Errorless Discrimination Training. ED 062 085
- Essays**
Accountability and the Teaching of English. ED 062 344
Toward an Environmental Policy. ED 062 128
- Ethical Instruction**
Acculturation Dilemma: The Function of Japanese Moral Values for Americanization. CAE Newsletter, Volume 3, Number 1. ED 062 476
- Ethnic Groups**
Education in 'Aina Pūmehana: the Hawaiian-American Student as a Hero. Final Draft. ED 062 491
RIF's Guide to Book Selection. Supplement 2. ED 062 095
- Ethnic Stereotypes**
A Cross-Cultural Comparison of Danish and U. S. Racial Attitudes. ED 062 466
- Ethnic Studies**
Black Studies in Independent Schools. ED 062 241
The Challenge of the American Dream: The Chinese in the United States. ED 062 477
Creative Expression Among Ethnic Groups in Hawaii. ED 061 736
Ethnic Modification of the Curriculum. ED 062 469
Fifth Grade Social Studies Unit and Student Readings. ED 062 217
The Franco-Americans of New England: A Union List of Materials in Selected Maine Libraries. ED 062 220
The Italian Experience in the United States. ED 062 472
Social Studies: American Indian. ED 062 254
United States History: The Black Perspective. A Guide for Eighth Grade Social Studies. ED 062 216

Ethnology

Materials Prepared All or in Part as Result of Office of Education Small Research Grant OEG-9-9-120076-0050(057) [To Navajo Community College].

ED 062 053

Navajo Studies at Navajo Community College.

ED 062 028

Europe

Council of Europe News-Letter 1/72.

ED 062 187

Evaluation

Arithmetic Proficiency Training Program Developed by Science Research Associates, Inc. Product Development Report No. 11.

ED 062 184

Assessment of Existing Elementary Science Programs.

ED 062 163

The Development and Evaluation of Audio-Tutorial Programmed Instruction in Learning Concepts of Ecology and Conservation. Final Report.

ED 062 189

An Ex Post Facto Needs Assessment Using a Modified Delphi Technique to Determine the Goals of a Community College Learning Resources Center.

ED 061 923

Frontier Functions: An Econometric Approach to the Evaluation of Educational Effectiveness.

ED 061 629

Individually Prescribed Instruction--Mathematics (IPI--Math). Product Development Report No. 17.

ED 062 183

Phase One: Study of Objectives for English IA Classes. Transfer Level Composition at De Anza College.

ED 061 943

Program Budgeting for School District Planning.

ED 061 654

The Public's Attitude Toward Public Library Services in Essex County, New Jersey; A Research Study Conducted for the Essex County Library Directors Group Public Relations Committee.

ED 061 974

Working Papers on Rural Community Services.

ED 062 064

Evaluation Criteria

Enhancement of Recreation Service to Disabled Children. Part II, Recommended Standards with Evaluative Criteria for Recreation Services in Residential Institutions. Final Report.

ED 061 671

Information Wants of Seven Groups of Users Considering the Adoption or Adaptation of Instructional Systems. Interim Report.

ED 061 773

Planning for Evaluation of the LRDC Instructional Model.

ED 061 776

Special Project for Coordinated Adult Basic Education, 1968/69. Final Report.

ED 061 475

Evaluation Methods

Design of a Planning and Assessment System for the Division of Manpower and Institutions.

ED 062 386

Follow-Up Study of 1967-1971 Graduates of Indiana University at South Bend.

ED 061 882

The Relation of the Method of Reciprocal Averages to Guttman's Internal Consistency Scaling Model.

ED 062 397

The Relevance of the CIPP Evaluation Model for Educational Accountability.

ED 062 385

SEF - Academic Evaluation. An Interim Report.

ED 061 598

Evaluation Techniques

An Ex Post Facto Needs Assessment Using a Modified Delphi Technique to Determine the Goals of a Community College Learning Resources Center.

ED 061 923

Fourth Meeting of the Panel for Evaluation of Experimental Literacy Projects. Final Report.

Measuring Children's Curiosity.

ED 061 512

Policies and Procedures of Accreditation for Programs in Nursing Education: Associate Degree Programs; Baccalaureate and Higher Degree Programs, Diploma Programs, and Practical Nursing Programs.

ED 062 547

Policies, Procedures and Instruments in Evaluation of Teachers and Administrator Performance.

ED 061 607

There's a New School Coming. Third Annual Report: The Florida Educational Research and Development Program.

ED 061 591

Toward a Characterization of Curriculum Evaluation.

ED 062 370

Exceptional Child Education

A Bibliography Related to Early Childhood Education, Child Development, and Preschool Handicapped Children. Volume II, Number I.

ED 061 687

Bibliotherapy: An Annotated Bibliography Dealing with Physical and Self-Image Handicaps.

ED 061 689

A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children.

ED 061 694

From Eighth Grade to Selective College in One Jump: Case Studies in Radical Acceleration.

ED 061 679

Evaluation of Selected Aspects of Project 750. Final Report.

ED 061 695

The Learning Disabilities Program in Bucks County Schools.

ED 061 668

Learning Systems for Preschool Physically Handicapped Children: A Training Program. Volume II, Number 3.

ED 061 688

Physical Education Guide for the Exceptional Child.

ED 061 683

Selected Convention Papers: 46th Annual International CEC Convention (New York, New York, April 14-20, 1968).

ED 061 701

Selected Convention Papers: Inspection and Introspection of Special Education.

ED 061 697

Selected Convention Papers: New Frontiers in Special Education.

ED 061 698

Selected Convention Papers: Perspectives in Theory and Practice.

ED 061 696

Selected Convention Papers: Special Education -Strategies for Educational Progress.

ED 061 699

The Social Learning Curriculum: How to Use, Evaluate, and Field Test.

ED 061 677

Social Studies for EMR Pupils: A Course of Study for Senior High Schools.

ED 061 674

Staff Training in a Clinical Setting. Volume II, Number 4.

ED 061 659

Staff Training in a Public School Setting. Volume II, Number 8.

ED 061 663

Staff Training in a Rural Area. Volume II, Number 2.

ED 061 657

Staff Training in a University Setting (With Emphasis on Behavior Modification). Volume III, Number 3.

ED 061 658

Staff Training in a University Setting (Emphasis on Parent Training). Volume II, Number 5.

ED 061 660

Staff Training Model in an Agency Setting. Volume II, Number 6.

ED 061 661

Staff Training on a State-Wide Basis. Volume II, Number I.

ED 061 656

Standards for the Certification of Teachers of the Hearing Impaired.

ED 061 676

A Study of the Legislation Concerning the Special Education of Handicapped Children and Young People.

ED 061 681

Exceptional Children

Intelligence and the Factorial Structure of Person Perception.

ED 061 529

Exceptional Child Research

Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children.

ED 061 684

Effects of Parent Communication Training on Child Behavior.

ED 061 693

Florida Title VI Education for the Handicapped Project Evaluation Reports.

ED 061 675

Item Analysis of an Achievement Testing Program for Hearing Impaired Students, United States: Spring 1971.

ED 061 691

Proceedings of the Conference on Nutrition and Mental Retardation (Ann Arbor, Michigan, February 10-11, 1971).

ED 061 686

Psychoeducational Issues in Educable Mental Retardates: Dependency and Learning. Final Report.

ED 061 680

Residential Treatment Centers for Emotionally Disturbed Children, 1969-1970.

ED 061 685

Selected Convention Papers: 45th Annual International CEC Convention (St. Louis, Missouri, March 26-April 1, 1967).

ED 061 700

Summary of Massachusetts Study of Educational Opportunities for Handicapped and Disadvantaged Children.

ED 061 678

Exceptional Child Services

Enhancement of Recreation Service to Disabled Children. Part I. Final Report.

ED 061 670

Enhancement of Recreation Service to Disabled Children. Part II, Recommended Standards with Evaluative Criteria for Recreation Services in Residential Institutions. Final Report.

ED 061 671

Enhancement of Recreation Service to Disabled Children. Part III, Serving Disabled Children: Guidelines for Recreation Agencies. Final Report.

ED 061 672

Enhancement of Recreation Services for Disabled Children. Part IV, Recreation for Disabled Children: Guidelines for Parents and Friends. Final Report.

ED 061 673

Retarded Children of the Poor: A Casebook.

ED 061 667

Rutland Center. Volume II, Number 10.

ED 061 665

Staff Training in an Inner City Setting. Volume II, Number 7.

ED 061 662

Staff Training in an Institutional Setting. Volume II, Number 9.

ED 061 664

Exceptional Students

Nassau Educational Resource Center Catalog of Professional Materials. Associate Special Education Instructional Materials Center (ASEIMC) Collection.

ED 061 713

Exchange Programs

Report of the Special Committee for Development of Communication with Negro Colleges and Universities.

ED 061 876

Expenditures

Cost Considerations in Educational Analysis.

ED 061 643

Experimental Colleges

Non-Traditional Studies: What Can America Learn from Great Britain?

ED 061 873

Scattered Schools.

ED 061 880

182 Subject Index

Experimental Curriculum

An Experimental Study of Racial Attitude Change in Black Preschool Children.

ED 062 497

Global Dimensions in U.S. Education: The Elementary School.

ED 062 265

High School Students as Social Scientists.

ED 062 230

Experimental Groups

The Effect of Race on Assertive Behavior in Small Groups.

ED 062 474

Experimental Programs

West Tennessee Research Development Consortium. Final Report.

ED 061 920

West Tennessee Research Development Consortium. Final Report.

ED 061 919

Experimental Psychology

High School Students as Social Scientists.

ED 062 230

Experimental Schools

No Particular Place to Go: The Making of a Free High School.

ED 061 731

Experimental Teaching

The Effects of Advance Organizers upon the Reception Learning and Retention of General Science Content.

ED 061 554

Theatre as a Communication Mode for the Study of Cultural Concepts of India.

ED 061 743

Experiments

A Series of Experiments Concerning the Relationship between Learning and the Structural Importance of Linguistic Subunits. Final Report.

ED 062 319

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, 1 October-31 December 1971.

ED 061 837

Testing for Air Pollution.

ED 062 122

Explorations in Biology

Criterion-Referenced Tests in Biology.

ED 062 399

Extension Agents

The Change Agent as a Communicator [and] Communication: A Key to Success in Extension.

ED 061 499

A New Vision--4-H Work with Disadvantaged Youth.

ED 061 505

Extension Education

A Course of Study in Cooperation and Cooperatives.

ED 062 569

A Theoretical Model to Improve the Extension Education Outreach of the Ohio State University: Utilizing Marketing, Behavioral, Business, Management, and Systems Concepts. Research Series in Agricultural Education.

ED 062 516

Facility Inventory

Utilization of Instructional Space.

ED 061 892

Facility Utilization Research

SEF - Academic Evaluation. An Interim Report.

ED 061 598

Utilization of Instructional Space.

ED 061 892

Factor Analysis

Comparison of the Factor Structure of Guttman-Weighted vs. Rights-Only-Weighted Tests.

ED 062 389

The Development of an Experimental Sensory-Motor and Movement Skills Test Battery.

ED 062 365

Factor Analysis of the Appalachia Preschool Education Program Test Data.

ED 062 020

Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory.

ED 062 541

Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory.

ED 062 543

Factual Reading

Red River Valley. Selected Readings. Grade Five.

ED 062 227

Faculty

Employee Characteristics and Salary Statistics. Fall 1970.

ED 061 885

An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Faculty and Their Attitudes Toward Educational Issues.

ED 061 886

The Relationship of Role Expectations to Faculty Behavior.

ED 061 912

Report of the Special Committee for Development of Communication with Negro Colleges and Universities.

ED 061 876

Study on Teachers. Quantitative Trends in Teaching Staff in Higher Education.

ED 061 868

Failure Factors

Compensating, Remediating, Innovating and Integrating: Illusions of Educating the Poor.

ED 062 482

Family Background

Self Concepts and Racial Attitudes of Northern and Southern Black Preschool Children.

ED 062 496

Family Environment

The Ecology of Home Environments. Final Report.

ED 062 243

Family Health

An Interdisciplinary Educational Project in Comprehensive Family Health Care. Final Report.

ED 062 559

Family Income

An Estimated Income Scale.

ED 061 902

Family Life

Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report.

ED 062 025

Will You Help?

ED 062 006

The Young Family: Some Perspectives.

ED 062 009

Family Life Education

Special Demonstration Project for Involvement of Adult Residents of Soul City, Tuscaloosa, Alabama. Volume I: Evaluation and Final Report; Volume II: Supplementary Materials; Volume III: Public Relations.

ED 061 490

Family Planning

Adult Education and Family Planning.

ED 061 508

Combined Edition of Family Planning Library Manual and Family Planning Classification.

ED 062 136

Situation Reports--Austria, Belgium, Bolivia, Botswana, Finland, German Federal Republic, Italy, Luxembourg, Mauritania, Netherlands, Norway, Portugal, Puerto Rico, Sweden, Tanzania, Yugoslavia, and Zambia.

ED 062 199

Situation Reports--Cuba, Guyana, St. Vincent, and Surinam.

ED 062 198

Working Paper on School Education on Population Questions: Background and Major Issues.

ED 062 237

Family Problems

Retarded Children of the Poor: A Casebook.

ED 061 667

Family School Relationship

Puerto Rican Parents and Mainland Schools, Hartford, Connecticut.

ED 062 473

Fathers

The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children.

ED 062 393

Feasibility Studies

Automated Training Evaluation (ATE). Final Report.

ED 061 710

A Guide for Assessing the Feasibility of Differentiated Staffing.

ED 062 266

Federal Aid

The Economic and Social Condition of Rural America in the 1970's. Part 3: The Distribution of Federal Outlays Among U.S. Counties.

ED 062 055

Education Amendments of 1972. Conference Report [to accompany S.659].

ED 061 465

Extended and Revised National Teacher-Training Adult Basic Education Program Funded under the Adult Education Act of 1966.

ED 061 470

The Financial Crisis in Higher Education: Past, Present, and Future.

ED 061 896

Grants Management in Education: Federal Impact on State Agencies.

ED 061 649

Post-Secondary Educational Opportunity: A Federal-State-Institutional Partnership.

ED 061 899

Public Policy for the Financing of Higher Education: Proceedings.

ED 061 910

Federal Communications Commission

Cable Television Service; Cable Television Relay Service.

ED 061 708

Federal Government

A Definition of the Scope of Environmental Management.

ED 062 110

The Federal Civil Rights Enforcement Effort: A Report of the United States Commission on Civil Rights. Seven Months Later, May 1971; One Year Later, November 1971.

ED 062 452

Ideas for Improving Public Confidence in Public Education. For Action at Local, State, National Levels.

ED 061 592

System for Inter-Agency Coordination in Adult Education.

ED 061 473

Federal Laws

American Indian Civil Rights Handbook.

ED 062 060

Two Million Without Skills.

ED 062 554

Federal Legislation

Cable Television Service; Cable Television Relay Service.

ED 061 708

School Desegregation Law: Development, Status, and Prospects: Ohio Department of Education, Office of Equal Educational Opportunity, Mini Journal, Volume 4, Number 2.

ED 062 489

Social Deprivation and Change in Education: American Action and Reaction.

ED 062 456

Federal Programs

Annual Summary. Training and Technology Experimentation, Demonstration, and Utilization Program Activities (January 1-December 31, 1971).

ED 062 525

Characteristics of Graduates and Dropouts from Government-Sponsored On-the-Job Training Programmes.

ED 062 566

Environmental Quality. The First Annual Report of the Council on Environmental Quality together with the President's Message to Congress.

- Indian Affairs No. 2. A Work Paper on Termination: With an Attempt to Show its Antecedents. ED 062 109
- Innovation and Experiment in Education. ED 062 029
- Inventory of Federal Programs that Support Health Manpower Training, 1970. Health Manpower Clearinghouse Series. ED 061 720
- Manpower Report of the President Including a Report on Manpower Requirements, Resources, Utilization, and Training. ED 062 546
- U. S. Office of Education Support for the Arts & the Humanities, 1972. ED 062 529
- ED 062 357
- Federal State Relationship**
- Grants Management in Education: Federal Impact on State Agencies. ED 061 649
- Feedback**
- A Concept-Sampling Procedure for Quiz-Oriented Instruction. ED 062 400
- A Study of the Effect of Timed Pupil Feedback on the Teaching Behaviors of Biological Science Teachers. ED 062 147
- Females**
- Attitudes towards Increased Social, Economic and Political Participation by Women as Reported by Elementary and Secondary Students. ED 061 538
- Factors Associated with the Selection of Advanced Academic Mathematics Courses by Girls in High School. ED 062 173
- Feminism**
- Attitudes towards Increased Social, Economic and Political Participation by Women as Reported by Elementary and Secondary Students. ED 061 538
- What Constitutes Equity for Women in Higher Education? ED 061 870
- Field Interviews**
- Acculturation Dilemma: The Function of Japanese Moral Values for Americanization. CAE Newsletter, Volume 3, Number 1. ED 062 476
- A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part III, Parental Values. ED 062 077
- Film Libraries**
- Cataloging Non-Print at NMAC: A Guide for the Medical Librarian. ED 061 985
- Primer for Media Resources Librarians. ED 061 984
- Film Production**
- Children As Film Makers. ED 061 706
- Films**
- Children As Film Makers. ED 061 706
- Evaluating the Potential of Films for Improving Self-Image in Minority Group Children. Final Report. ED 061 726
- Lifelong Learning Films; 1972-1973. ED 061 749
- Film Study**
- Coping With the Mass Media. ED 061 754
- Film Makers On Film Making. ED 061 702
- Financial Needs**
- The Financial Crisis in Higher Education: Past, Present, and Future. ED 061 896
- The Nation's Stake in the Employment of Middle-Aged and Older Persons. ED 061 501
- Will You Help? ED 062 006
- Financial Policy**
- The Efficiency/Equity Quandary and Higher Educational Finance. ED 061 603
- Institutional Research and Institutional Policy Formulation. Proceedings of Association for Institutional Research Annual Forum (11th, Denver, Colorado, 1971). ED 061 590
- Financial Support**
- Career Obsolescence and Social Security: Emerging Education Policy Issues in Law. ED 061 903
- The "New Student" in the Community Colleges. ED 061 930
- The Possible Dream: Meeting Student Financial Needs. ED 061 874
- Post-Secondary Educational Opportunity: A Federal-State-Institutional Partnership. ED 061 899
- Public Policy for the Financing of Higher Education: Proceedings. ED 061 910
- Reachout: Associations of College Unions-International Proceedings of the Forty Eighth Annual Conference. ED 061 526
- Tuition Pricing: An Instructional Factors Matrix Approach. ED 061 869
- Unequal Student Aid: Emerging Education Policy Issues in Law. ED 061 904
- First Aid**
- Emergency Health Services Selected Bibliography. ED 062 548
- Flexible Schedules**
- Flexible-Modular Scheduling. Educational Management Review Series Number 4. ED 061 580
- Flexible Scheduling**
- Flexible-Modular Scheduling. Educational Management Review Series Number 4. ED 061 580
- Floor Layers**
- Carpet Layer (ret. tr.) 7-59.220; Linoleum Layer (const.; ret. tr.) 5-32.732--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 447
- Florida**
- Florida's Urbanized Rural Population: Implications for Planning. The Florida State University Governmental Research Bulletin, Volume VIII, Number 3. ED 062 044
- Florida Title VI Education for the Handicapped Project Evaluation Reports. ED 061 675
- Report for Florida's Public Community Colleges, 1970-71. ED 061 937
- Social Studies: The Florida Story. ED 062 249
- Staff and Program Development in Florida's Community Junior Colleges, 1969-70, 1970-71. ED 061 936
- Folklore Books**
- Mexican-American Authors. ED 062 062
- Followup Studies**
- Graduate Education and Sponsored Research: The Perception, Influence, and Use of Research in the Educational Experience of Recent Ph.D. Recipients. ED 062 288
- Foochow Dialect**
- A Guide to the Foochow Dialect. ED 061 852
- Food Service**
- Counter girl 2-27.13; Counter man, Lunchroom or Coffee Shop (hotel and rest.) 2-27.13--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 428
- Reachout: Associations of College Unions-International Proceedings of the Forty Eighth Annual Conference. ED 061 526
- Food Service Workers**
- Waitress (hotel & rest.) 2-27.12--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 442
- Food Stores**
- Grocery Checker (ret. tr.) 299.468--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 409
- Forced Choice Technique**
- General Goals of Life Questionnaire. ED 062 377
- Occupations Questionnaire. ED 062 379
- Offenses Questionnaire. ED 062 380
- Payments Questionnaire. ED 062 378
- Vietnam Questionnaire. ED 062 381
- Foreign Countries**
- The Development of Hertis. ED 061 957
- The Education and Training of Indonesian Librarians: Problems and Prospects. ED 061 963
- International Directory of Population Information and Library Resources, First Edition. ED 062 185
- The Plan of the Establishment of an Academy of Library Science in Bandung. ED 061 964
- Progress and Poverty; Library Association of Australia Proceedings of the Biennial Conference (16th, Sydney, August 1971). ED 061 986
- Publishing in Canada; Proceedings of the Institute on Publishing in Canada, June 27-30, 1971. ED 061 965
- Situation Reports--Austria, Belgium, Bolivia, Botswana, Finland, German Federal Republic, Italy, Luxembourg, Mauritania, Netherlands, Norway, Portugal, Puerto Rico, Sweden, Tanzania, Yugoslavia, and Zambia. ED 062 199
- Situation Reports--Cuba, Guyana, St. Vincent, and Surinam. ED 062 198
- A Study of the Legislation Concerning the Special Education of Handicapped Children and Young People. ED 061 681
- Foreign Policy**
- Social Studies: Emergence of America as a World Power. ED 062 255
- Social Studies: The United States in Asia, Past and Present. ED 062 250
- Foreign Relations**
- Global Dimensions in U.S. Education: The University. ED 061 911
- A Program for High School Social Studies: International Relations. ED 062 312
- Report of the Director-General on the Activities of the Organization in 1971. ED 061 467
- Social Studies: The United States in Asia, Past and Present. ED 062 250
- Form Classes (Languages)**
- Antonym Adjective Contexts and the Facilitation of Noun Pair Learning in Children. ED 062 088
- A Description of the Functional System of the Spanish Verb. ED 061 793
- Franco-Americans**
- The Franco-Americans of New England: A Union List of Materials in Selected Maine Libraries. ED 062 220

Freehand Drawing

The Visual Analysis Test: An Initial Report.
ED 062 368

Free Schools

No Particular Place to Go: The Making of a Free High School.
ED 061 731

French

Le vocabulaire disponible du français, Tome I. Le vocabulaire concret usuel des enfants français et acadiens: Etude témoin (The Working French Vocabulary, Volume I. Common Generic Terms Used by French and Acadian Children: A Field Study).
ED 061 785

Le vocabulaire disponible du français, Tome II. Vocabulaire disponible des enfants acadiens (The Working French Vocabulary, Volume 2. Working Vocabulary of Acadian Children).
ED 061 786

Frostig Developmental Test of Visual Perception

Analysis of Visual Perception of Children in the Appalachia Preschool Education Program.
ED 062 019

Functional Illiteracy

Resource Development and Utilization in Adult Basic Education. Final Report.
ED 061 482

Special Demonstration Project for Involvement of Adult Residents of Soul City, Tuscaloosa, Alabama. Volume I: Evaluation and Final Report; Volume II: Supplementary Materials; Volume III: Public Relations.
ED 061 490

Fundamental Concepts

Contemporary Concepts in Vocational Education. The First Yearbook.
ED 062 578

Environmental Education, A Teacher's Guide with Inquiry and Value Seeking Strategies.
ED 062 182

Health Concepts, Guides for Health Instruction.
ED 062 129

Futurology

Futures Conditional.
ED 061 769

Games

Educational Aspects of Simulation.
ED 061 753

Game Theory

A Practical Model for the Use of Simulation in Speech Education.
ED 062 327

Simulation, Gaming, and Conventional Instruction: An Experimental Comparison.
ED 062 303

General Aptitude Test Battery

Balance Assembler (clock & watch) 6-72.127; Endshake Adjuster (clock & watch) 8-72.10; Escapement Adjuster (clock & watch) 4-72.120; Hairspring Inspector (clock & watch) 1-72.205; Hairspring Pinner (clock & watch) 8-72.10; Mechanical Assembler (clock & watch) 6-72.113; Oilier (clock & watch) 6-72.955; Repairman (clock & watch) 4-72.960; Timing-Machine Operator (clock & watch) 6-72.248; Train Inspector (clock & watch) 4-72.206; (Movement Assembly Department)--Technical Report on Standardization
ED 062 415

Balance Truer (clock & watch) 6-72.205; Balance Wheel and Impulse Pin Sub-Assembler (clock & watch) 8-72.10; Final Inspector, Balance Wheel (clock & watch) 6-72.234; Hairspring Solderer (clock & watch) 8-72.10; Hairspring Vibrator (clock & watch) 6-72.135; Inspector, Watch Parts (clock & watch) 6-72.215; Put in Beat Adjuster (clock & watch) 6-72.224; (Balance Wheel Assembly Department)--Technical Report on Standardization of the General Aptitude Test Battery.
ED 062 414

Barrel-Arbor Assembler (clock & watch) 6-72.134; Burrer (clock & watch) 6-72.274; Burrer, Machine (clock & watch) 6-72.275; Lancing Gager (clock & watch) 8-72.10; Main-Arbor-and-Hook Assembler (clock & watch) 8-72.10; Pinion Reamer (clock & watch) 8-72.10; Reamer (clock & watch) 6-78.210; Retaining-Spring Attacher (clock & watch) 8-72.10; Rocking-Bar Adjuster (clock & watch) 8-72.10; Staker (clock & watch) 6-72.111; Straightener (clock & watch) 6-72.246; Tray Leader (clock & watch) 8-72.10
ED 062 416

Bookkeeper (clerical) II 1-01.02--Technical Report on Standardization of the General Aptitude Test Battery.
ED 062 446

Cable Maker (elec. equip.; electronics) 726.884--Development of USTES Aptitude Test Battery.
ED 062 424

Candy Packer (confection) 8-05.21--Technical Report on Standardization of the General Aptitude Test Battery.
ED 062 448

Carpet Layer (ret. tr.) 7-59.220; Linoleum Layer (const.; ret. tr.) 5-32.732--Technical Report on Standardization of the General Aptitude Test Battery.
ED 062 447

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ED 062 437

Caser (clock & watch) 6-72.105; Dialer (clock & watch) 6-72.198; Final Inspector, Movement Assembly (clock & watch) 6-72.326; Hands Assembler (clock & watch) 6-72.197; Inspector, Casing (clock & watch) 6-72.221; Liner and Gasket Insertor (clock & watch) 8-72.10; Lint Remover (clock & watch) 8-72.10; Sweep-Spring Attacher (clock & watch) 8-72.10; (Finishing Department)--Technical Report on Standardization of the General Aptitude Test Battery.
ED 062 413

Case Worker (profess. & kin.) 0-27.20--Technical Report on Standardization of the General Aptitude Test Battery.
ED 062 438

Cementer, Hand (boot and shoe) II 6-61.311--Technical Report on Standardization of the General Aptitude Test Battery.
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Counter girl 2-27.13; Counterman, Lunchroom or Coffee Shop (hotel and rest.) 2-27.13--Technical Report on Standardization of the General Aptitude Test Battery.
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Electronics-Unit Assembler (electronics) 6-98.014--Technical Report on Standardization of the General Aptitude Test Battery.
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ED 062 435

Glass Products Inspector 8-65.01--Technical Report on Standardization of the General Aptitude Test Battery.
ED 062 441

Glazier (const.) 865.781--Technical Report on Development of USTES Aptitude Test Battery.
ED 062 434

Goggle Glass Cutter (optical goods) 713.884; Lens Cutter (optical goods) 713.884--Technical Report on Standardization of the General Aptitude Test Battery.
ED 062 412

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- Social Studies: The Florida Story. ED 062 249
- Home Economics**
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- Home Economics Education**
- Fort Benton Home Economics Curriculum Outline. ED 062 031
- Homemaking Education**
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- Homogeneous Grouping**
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- Human Engineering**
- The Development of the Occupation Analysis Inventory: An "Ergometric" Approach to an Educational Problem. ED 062 542
- Human Geography**
- Geography In-Service Course. Teacher's Guide. ED 062 257
- Teacher's Guide to the Fifth Grade Course on Regional Studies. ED 062 226
- Humanism**
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- Humanities**
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- Human Relations**
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- Human Relations Units**
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- Social Studies. Teenage Living: Home and Family Education. ED 062 247
- Human Resources**
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- Human Services**
- Volunteers Help Youth. ED 061 513
- Hungarian**
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- Hypothesis Testing**
- An Interval Estimate for Statistical Inference about True Scores. ED 062 384
- The Robustness of the Studentized Range Statistic to Violations of the Normality and Homogeneity of Variance Assumptions. ED 062 388
- Ibadan Institute of Librarianship**
- Librarianship; A Faceted Classification Scheme as a Teaching Aid. ED 061 987
- Illinois**
- An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics in Illinois Junior Colleges, Phase I. ED 061 933
- An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics, Phase II. ED 061 934
- Illinois Test of Psycholinguistic Abilities**
- Detailed Analysis of the Language Development of Children in AEL's Preschool Education Program. ED 062 018
- Imagery**
- Covert Behavior Modification: An Experimental Analogue. ED 061 558
- Imagery Assessment by Means of Self-Report and Behavioral Measures. ED 061 557
- Imagination**
- Measuring Children's Curiosity. ED 062 022
- Imperialism**
- Social Studies: Emergence of America as a World Power. ED 062 255
- Social Studies: The United States in Asia, Past and Present. ED 062 250
- Improvement Programs**
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- Incentive Systems**
- Accountability in Education. A Research Memorandum. ED 061 620
- Evaluation of the Use of Various Types of Incentives in Educational Programs. ED 062 387
- Incidence**
- Socio-Behavioral Study Center for Mental Retardation. Terminal Progress Report. ED 061 666
- Incidental Learning**
- The Effect of Presenting Objectives Prior to Text. ED 062 398
- Independent Study**
- Independence and Community in Our Schools. ED 062 242
- Indexes (Locaters)**
- Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 2. ED 062 570
- Agricultural Education--Instructional Materials. ED 062 571
- Distributive Education--Instructional Materials. ED 062 576
- Environment Information ACCESS, Volume 2 Number 8. ED 062 186
- Environment Information ACCESS, Volume 2 Number 9. ED 062 209
- Industrial Arts Education--Instructional Materials. ED 062 577
- Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 2. ED 062 579
- Reference Guide. Higher Education Facilities Planning and Management Manual Seven. Revised. ED 061 628
- Trade and Industrial Education--Instructional Materials. ED 062 572
- Indexing**
- Abstracts as a Basis for Relevance Judgment. ED 061 973
- Indiana**
- A New Vision--4-H Work with Disadvantaged Youth. ED 061 505
- Indians**
- Theatre as a Communication Mode for the Study of Cultural Concepts of India. ED 061 743
- Individual Characteristics**
- Human Attribute Requirements of Work Elements: Further Development of the Occupation Analysis Inventory. ED 062 552
- Interpersonal Compatibilities of Innovative and Non-Innovative School Principals and Curriculum Coordinators. ED 061 606
- Individual Development**
- Policy Implications of a Hierarchy of Values. ED 061 747
- Individual Differences**
- Proximity Analysis and the Structure of Organization in Free Recall. ED 062 373
- Training Reading Teachers at the Graduate and Undergraduate Level--There Should Be a Difference. ED 062 098
- Individual Instruction**
- Investigation of Individualized Instruction for Large College Classes. Final Report. ED 061 915
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- Individualized Curriculum**
- Curriculum Materials, 1972. ASCD Exhibit of Curriculum Materials at Association for Supervision and Curriculum Development Annual Conference (27th, Philadelphia, Pennsylvania, March 5-8, 1972). ED 061 637
- Individualized Instruction**
- Anatomy of a Physical Science Course for Future Elementary Teachers and Non-Science Majors. ED 062 113
- The California Teacher Development Project for Systems of Individualized Instruction: Individualizing Inservice Education. ED 062 297
- Comments on Individualized Reading. ED 062 101
- Computer Managed Personalized Learning Process (CMPLP). ED 062 101

- Documentation Report, Self-Paced Physics, Classification of Learning Objectives. ED 061 716
- Documentation Report, Self-Paced Physics, Course Evaluation. ED 062 123
- The Effect of Class Size on the Learning of Mathematics: A Parametric Study. ED 062 124
- Food for Living Things, Teacher's Guide. ED 062 138
- Homogeneous Grouping and the Individualization of Instruction in Remedial Reading in an Intermediate School. ED 062 161
- Individualization: An Emergent Concept in Science Instruction. ED 062 084
- Individualization of Foreign Language Learning in America: IV. Spring, 1972. ED 062 162
- Individualization of Instruction in Foreign Languages: A Practical Guide. Language and the Teacher: A Series in Applied Linguistics, Volume 13. ED 061 828
- Innovative and Dynamic Instructional Approaches in Adult Basic Education. ED 061 843
- Investigation of Individualized Instruction for Large College Classes. Final Report. ED 061 471
- Paducah-Louisville Consortium; Project VIII: Focus on Dropouts... a New Design. Final Evaluation Report. ED 061 915
- The Self Concept of Students in Individually Prescribed Instruction. ED 062 479
- Individualized Programs**
- Individually Prescribed Instruction--Mathematics (IPI--Math). Product Development Report No. 17. ED 061 551
- Individualized Reading**
- Comments on Individualized Reading. ED 062 183
- Individually Prescribed Instruction**
- Individually Prescribed Instruction--Mathematics (IPI--Math). Product Development Report No. 17. ED 062 101
- Individual Needs**
- A Concept-Sampling Procedure for Quiz-Oriented Instruction. ED 062 183
- Individual Power**
- Indian Affairs No. 2. A Work Paper on Termination: With an Attempt to Show its Antecedents. ED 062 400
- Indonesia**
- The Education and Training of Indonesian Librarians: Problems and Prospects. ED 061 963
- The Plan of the Establishment of an Academy of Library Science in Bandung. ED 061 964
- Indonesian**
- Beginning Indonesian: Part II, Lessons 19-30. ED 061 858
- Beginning Indonesian: Part One, Lessons 1-18. ED 061 857
- Industrial Arts**
- Education Professions Development Act Summer Institute for Trade and Industrial Teachers of the Disadvantaged. Final Report, June 14-July 2, 1971. ED 062 275
- Fort Benton Industrial Arts Curriculum Outline. ED 062 035
- Industrial Arts Education--Instructional Materials. ED 062 577
- Industrial Arts for Mentally Retarded Students in Junior and Senior High Schools of Missouri. ED 062 511
- Industrial Education**
- Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education. ED 062 560

Infant Behavior

- Infant Development Research: Problems in Intervention. ED 062 008

Infants

- Infant Development Research: Problems in Intervention. ED 062 008

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Information Centers

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- Communications: Where Schools Go Wrong. ED 061 593

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- The Development of Hertis. ED 061 957

- Librarianship; A Faceted Classification Scheme as a Teaching Aid. ED 061 987

- The Organization and Search of Bibliographic Records: Component Studies. Final Report. ED 061 975

- OTIS Basic Index Access System (OBIAS); A System for Retrieval of Information From the ERIC and CIJE Data Bases Utilizing a Direct Access Inverted Index of Descriptors and a Reformatted Direct Access ERIC-CIJE File. ED 061 979

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Information Seeking

- Abstracts as a Basis for Relevance Judgment. ED 061 973

Information Services

- The Relevance of the CIPP Evaluation Model for Educational Accountability. ED 062 385

- Special Libraries. ED 061 995

Information Sources

- A Study of Educational Knowledge Diffusion and Utilization. ED 061 772

Information Storage

- The Development of Hertis. ED 061 957
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Information System for Vocational Decisions

- Annual Report (1 June 1966-31 May 1967). Information System for Vocational Decisions. ED 062 537
 Information System for Vocational Decisions--On the Concept of Purpose. ED 062 534
 Information System for Vocational Decisions--Project Report 16. ED 062 535
 Information System for Vocational Decisions. Miscellaneous Project Reports. ED 062 536

Information Systems

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 Development of a Model Research Dissemination System for State Educational Agencies. Final Report. ED 061 653
 The Development of Hertis. ED 061 957
 Information System for Vocational Decisions--On the Concept of Purpose. ED 062 534
 Information System for Vocational Decisions--Project Report 16. ED 062 535
 Information System for Vocational Decisions. Miscellaneous Project Reports. ED 062 536
 An Integrated State and Local Management and Information System for Occupational Education in Massachusetts. A Monograph. ED 062 553
 The Organization and Search of Bibliographic Records: Component Studies. Final Report. ED 061 975
 OTIS Basic Index Access System (OBIAS); A System for Retrieval of Information From the ERIC and CIJE Data Bases Utilizing a Direct Access Inverted Index of Descriptors and a Reformatted Direct Access ERIC-CIJE File. ED 061 979
 An Overview of Worldwide Chemical Information Facilities and Resources; "A Precis." Prepared...for the Joint Study on the Communication of Scientific Information and on the Feasibility of a Worldwide Science Information System. ED 061 956
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 Real Costs for Information Managers. ED 061 969
 The Role of Decision-Making in Information Generation, an Emerging New Potential for Guidance. Information System for Vocational Decisions. Project Report No. 12. ED 061 561
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 A Tentative Career Development Curriculum and Its Implications for the Patterning of Supervisory Responsibilities in the Information System for Vocational Decisions. Information System for Vocational Decisions. Project Report Number 10. ED 061 562
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Information Theory

- Communication: A Helping Relationship. ED 061 741

Information Utilization

- Information and Attitudes: The Effects of Repetition and Amount of Information. ED 061 968
 Knowledge Utilization in Education: A Review of Significant Theories and Research. ED 061 468
 A Study of Educational Knowledge Diffusion and Utilization. ED 061 772
 UNISIST: Intergovernmental Conference for the Establishment of a World Science Information System (Paris, 4-8 October 1971). Final Report. ED 061 952

Injuries

- Emergency Health Services Selected Bibliography. ED 062 548

Inner City

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 The Inner-City Black Male High School Student: His Self Concept, Academic Achievement, and Occupational Aspirations. ED 062 484

Innovation

- Child Bilingualism in an Immigrant Society: Implications of Borrowing in the Hebrew 'Language of Games.' ED 061 809
 Implementing the Change Team Concept. ED 061 640

Implant Programs

- SUIC: Improving Opportunities through In-Plant Training. ED 062 510

Input Output Devices

- A General-Purpose ASCII Decoder for Control of Peripheral Devices for CAI Terminals. ED 061 714

Inquiry Training

- Anthropology Curriculum Study Project. Teacher Service Materials. Students and Teachers: Strategies for Discussion. What is Anthropology: Four Samples. ED 062 263
 Cognitive Style and Inquiry Strategy: A Five Year Study. ED 061 525

Inservice Courses

- Geography In-Service Course. Teacher's Guide. ED 062 257

Inservice Education

- Master Unit: Adult Basic Education In-Service Program for Teacher Awareness in Guidance and Counseling. ED 061 474
 Rehabilitation Counselor Change Associated with Experimental Continuing Education Programs. Studies in Continuing Education for Rehabilitation Counselors, Report Number 3. ED 061 530
 Staff Training in an Institutional Setting. Volume II, Number 9. ED 061 664
 A Study of an Inservice Program of Evaluation in Escambia County, Florida Public Schools. ED 062 390

Inservice Programs

- The California Teacher Development Project for Systems of Individualized Instruction: Individualizing Inservice Education. ED 062 297
 A Study of an Inservice Program of Evaluation in Escambia County, Florida Public Schools. ED 062 390

Inservice Teacher Education

- The California Teacher Development Project for Systems of Individualized Instruction: Individualizing Inservice Education. ED 062 297

The Effectiveness of Performance-Based Training Modules on Planning and Presenting. ED 062 299

- Evaluation of E. S. E. A. Title I Compensatory Education Program of the Berkeley Unified School District, 1970-1971. ED 062 487
 Huntsville-Madison County Education Improvement Program, 1966-1971. Final Report. ED 062 004
 Improvement of Pupil Creativity Via Teacher Training: Final Report. ED 062 279
 Law in a Free Society. ED 062 225
 Paducah-Louisville Consortium; Project VIII: Focus on Dropouts... a New Design. Final Evaluation Report. ED 062 479
 People for the People's College: Community-Junior College Staff Development, Priorities for the 70's. A Summary. ED 061 942
 Reading Instruction for Disadvantaged Children. ED 062 105
 Staff Training in a Public School Setting. Volume II, Number 8. ED 061 663
 A Survey of Post-Secondary Vocational-Technical Teachers in Texas. ED 062 533
 Teacher Education and Social Change. ED 062 300
 Teaching and Learning for Educationally Disadvantaged Students in Community Colleges. ED 061 941
 Young Workers: A Forgotten Group. ED 062 538

Institutes (Training Programs)

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 Institute in Administration for Local Directors of Adult Basic Education. Final Report. ED 061 478
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 Resource Development and Utilization in Adult Basic Education. Final Report. ED 061 482
 Southeastern Institute for Teacher Training in Adult Basic Education. ED 061 480
 Summary of Ten Institutes: Training Professional Personnel Responsible for Vocational-Technical Education in Eastern Metropolitan Areas. ED 062 523

Institutional Administration

- Phase II Institutional Planning: Role and Scope Study of Public Higher Education In Kentucky. ED 061 883
 South Alabama Research Consortium. Final Report. ED 061 914
 Tentative Recommendations Concerning A University Senate and the Council of Deans. ED 061 884

Institutional Personnel

- Staff Training in an Institutional Setting. Volume II, Number 9. ED 061 664

Institutional Research

- An Annotated Bibliography of Institutional Research 1970-1971. ED 061 650
 Institutional Research and Institutional Policy Formulation. Proceedings of Association for Institutional Research Annual Forum (11th, Denver, Colorado, 1971). ED 061 590
 Phase II Institutional Planning: Role and Scope Study of Public Higher Education In Kentucky. ED 061 883
 Report for Florida's Public Community Colleges, 1970-71. ED 061 937

- South Alabama Research Consortium. Final Report.
ED 061 914
- Instruction**
Authorized Course of Instruction for the Quin-
mester Program. Science: Pollution; Environ-
mental Crises; Basic Fundamentals of Ecology;
and Does It Have to be a Dirty World.
ED 062 176
Authorized Course of Instruction for the Quin-
mester Program. Science: Introduction to
Anatomy and Physiology; Human Reproduc-
tion; Man and Disease; Man's Senses; and In-
troduction to the Human Body.
ED 062 177
Authorized Course of Instruction for the Quin-
mester Program. Science: Scientific Approach
to Solving Problems; Who's Who; and What in
the World's Going On.
ED 062 178
Comparison of Bilingual Vs. Single Language
Instruction in Concept Learning in Mexican-
American Four Year Olds.
ED 062 043
Documentation Report, Self-Paced Physics,
Course Development.
ED 062 125
The Effect on Teaching Performance of Two
Training Techniques in the Knowledge of Con-
cept Moves.
ED 062 142
An Evaluative Study of the Effects of Cognitive
Acceleration in Mathematics in the Early
School Years.
ED 062 207
Individualization: An Emergent Concept in
Science Instruction.
ED 062 162
An Investigation in the Learning of Relational
Properties by Kindergarten Children.
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Mathematical Experiencing.
ED 062 168
Selected Aspects of Mathematics Education in
the People's Republic of China.
ED 062 205
- Instructional Design**
The Effect of Presenting Objectives Prior to
Text.
ED 062 398
Instructional Design; A Plan for Unit and
Course Development.
ED 061 771
Planning for Evaluation of the LRDC Instruc-
tional Model.
ED 061 776
- Instructional Improvement**
Special Project for Coordinated Adult Basic
Education, 1968/69. Final Report.
ED 061 475
Staff and Program Development in Florida's
Community Junior Colleges, 1969-70, 1970-71.
ED 061 936
- Instructional Materials**
Abstracts of Instructional Materials in Voca-
tional and Technical Education (AIM),
Volume 5, Number 2.
ED 062 570
Accuracy and/or Teachability of Texts.
ED 062 172
Aesthetics and Problems of Education.
ED 062 359
After Childhood, Then What? An Overview of
Ethnic Language Retention (ELRET) Programs
in the United States.
ED 061 808
Agricultural Education--Instructional Materials.
ED 062 571
American Indian Authors.
ED 062 063
Beginning Indonesian: Part II, Lessons 19-30.
ED 061 858
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ED 061 857
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Conference (27th, Philadelphia, Pennsylvania,
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Dealing with Aggressive Behavior: A Curricu-
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Tests.
ED 061 521
Developing Curriculum for Bilingual Educa-
tion.
ED 061 811
The Direction of the Effect of Questions in
Prose Materials.
ED 061 539
Distar Instructional System.
ED 061 632
Distributive Education--Instructional Materials.
ED 062 576
Documentation Report, Self-Paced Physics,
Course Development.
ED 062 125
Drugs, Alcohol, Tobacco, and Human
Behavior: Teacher Manual, Junior High School,
and Student Book, Junior High School.
ED 061 536
The Effectiveness of Textbook, Student
Generated, and Pictorial Versions of Presenting
Mathematical Problems.
ED 062 139
Environmental Education, A Teacher's Guide
with Inquiry and Value Seeking Strategies.
ED 062 182
Fort Benton Home Economics Curriculum Out-
line.
ED 062 031
Fort Benton Language Arts Curriculum Out-
line.
ED 062 038
Fort Benton Mathematics Curriculum Outline.
ED 062 036
Fort Benton Science Curriculum Outline.
ED 062 033
Fort Benton Social Studies Curriculum Outline.
ED 062 034
The Frostig Program for Perceptual-Motor
Development Developed by the Marianne
Frostig Center of Educational Therapy.
Product Development Report No. 7.
ED 061 523
German Basic Course: Instructor's Volume.
Volume I, Part 1, Lessons 1-8.
ED 061 833
German Basic Course: Instructor's Volume.
Volume I, Part 2, Lessons 9-15.
ED 061 834
Goof Analysis in English as a Second Lan-
guage.
ED 061 838
Health Occupations Education--Instructional
Materials.
ED 062 575
Industrial Arts Education--Instructional Materi-
als.
ED 062 577
Is Physics Easier if Taught Incorrectly?
ED 062 171
Japanese Basic Course: Exercise Book.
ED 061 797
Life: A Question of Survival.
ED 062 130
Matter, Motion, and Man, Volume III.
ED 062 204
Mexican-American Authors.
ED 062 062
Microfiche Collection of Clearinghouse Docu-
ments Reported in Abstracts of Instructional
Materials in Vocational and Technical Educa-
tion (AIM), Volume 5, Number 2.
ED 062 563
Modern Chemical Technology, Volume 7.
ED 062 143
Modern Chemical Technology, Volume 8.
ED 062 144
Modern Chemical Technology, Volume 9.
ED 062 145
A Project to Develop an Instructional Packet
for Advisory Committees in Vocational Educa-
tion to Be Used in the Orientation of School
Personnel and Committee Members. Final Re-
port.
ED 062 567
Review and Analysis of Instructional Materials
for Cooperative Vocational Education.
ED 062 513
Russian Basic Course: Military Situations, Exer-
cises 1-35.
ED 061 795
Slovenian: Non-Resident Language Refresher
Course. 210 Hour Course, Volume VI.
ED 061 821
Slovenian: Non-Resident Language Refresher
Course. 210 Hour Course, Volume VII.
ED 061 842
A Study of Reading Methods and Materials
Used in Adult Basic Education.
ED 061 520
Testing for Air Pollution.
ED 062 122
Trade and Industrial Education--Instructional
Materials.
ED 062 572
Un modelo de coordinacion en la ensenanza
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(A Model of Coordination in the Teaching of
English at a Given Level of Achievement).
ED 061 804
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An Ex Post Facto Needs Assessment Using a
Modified Delphi Technique to Determine the
Goals of a Community College Learning
Resources Center.
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in the Madison Public Schools.
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the State of Nebraska of 329 Public School
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ED 061 517
- Instructional Systems**
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Guide.
ED 061 765
Distar Instructional System.
ED 061 632
- Instructional Technology**
Broadcasting and Education.
ED 061 766
The Fourth Revolution; Instructional Technol-
ogy in Higher Education.
ED 061 994
- Instructional Television**
Broadcasting and Education.
ED 061 766
- Instrumentation**
The Measurement of Classroom Environment.
ED 061 555
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Teacher Education and Social Change.
ED 062 300
- Integration Effects**
A Study of Cross-Cultural Groups at Malcolm
Price Laboratory School, University of
Northern Iowa.
ED 061 537
- Integration Litigation**
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Status, and Prospects: Ohio Department of
Education, Office of Equal Educational Oppor-
tunity, Mini Journal, Volume 4, Number 2.
ED 062 489
- Integration Methods**
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ED 062 494
Perspectives on Busing. Inequality in Educa-
tion, Number Eleven, March 1972.
ED 062 457
School Desegregation Law: Development,
Status, and Prospects: Ohio Department of
Education, Office of Equal Educational Oppor-
tunity, Mini Journal, Volume 4, Number 2.
ED 062 489
- Integration Plans**
The Princeton Plan: Beyond the Statistics; Prin-
ceton's Investment in Children Provides New
Opportunities for All.
ED 062 500
- Intellectual Development**
Sesame Street: Developed by Children's
Workshop.
ED 062 026

192 Subject Index

- Sex Differences in Aptitude Maturation in a Noncollege Sample. ED 061 548
- Intellectual Disciplines**
The Governance of Teacher Education. ED 062 270
- Intelligence**
The Heritability of Jensen's Level I and II and Divergent Thinking. ED 061 542
- Intelligence Factors**
The Heritability of Jensen's Level I and II and Divergent Thinking. ED 061 542
- Intelligence Level**
Analysis of Intelligence Scores. ED 062 016
- Intelligence Quotient**
The Heritability of Jensen's Level I and II and Divergent Thinking. ED 061 542
- Intelligence Tests**
An Evaluation of a Computer-Based Intelligence Test. ED 061 722
Improving the Assessment of Intelligence. ED 062 483
The Origins and Development of the Pluralistic Assessment Project. ED 062 461
Sociocultural Factors in the Educational Evaluation of Black and Chicano Children. ED 062 462
- Intensive Language Courses**
Czech Basic Course: Verb List. ED 061 816
German Basic Course: Instructor's Volume. Volume I, Part 1, Lessons 1-8. ED 061 833
German Basic Course: Instructor's Volume. Volume I, Part 2, Lessons 9-15. ED 061 834
Japanese Basic Course: Exercise Book. ED 061 797
Korean Advanced Course: Volume V. ED 061 796
A Pilot Program in Teaching Spanish: An Intensive Approach. Final Report. ED 061 860
Report to the ESSO Foundation on Two Years' Experimentation in Intensive Language Training at Dartmouth College, Hanover, New Hampshire, 1968-1970. ED 061 841
Russian Advanced Course: Glossary to Alexander Solzhenitsyn's Novel "One Day in the Life of Ivan Denisovich." ED 061 836
Russian Basic Course: Military Situations, Exercises 1-35. ED 061 795
Slovenian: Non-Resident Language Refresher Course. 210 Hour Course, Volume VI. ED 061 821
Slovenian: Non-Resident Language Refresher Course. 210 Hour Course, Volume VII. ED 061 842
- Intentional Learning**
The Effect of Presenting Objectives Prior to Text. ED 062 398
Effects on Achievement of Possession of Behavioral Objectives and Training Concerning Their Use. ED 061 531
- Interaction**
Human-Persons and the Use of Psychoactive Agents: A Drug Education Curriculum for Modern Youth. ED 061 522
- Interaction Process Analysis**
Application of an Anthropological Technique to Desegregated Schools. ED 062 501
Contract Grading in the Basic Communication Course: A Negotiation and Bargaining Situation for Communication Research. ED 061 742
- The Effect Upon Verbal Interaction Data of the Medium Employed in the Codification Process. ED 061 723
- Interagency Cooperation**
The Community of Life. ED 062 115
System for Inter-Agency Coordination in Adult Education. ED 061 473
- Interagency Coordination**
Special Project for Coordinated Adult Basic Education, 1968/69. Final Report. ED 061 475
- Interdisciplinary Approach**
Environmental Awareness Sampler. ED 062 121
Implications of Information Processing to Reading Research. ED 062 089
Interdisciplinarity: Problems of Teaching and Research in Universities. ED 061 895
An Interdisciplinary Educational Project in Comprehensive Family Health Care. Final Report. ED 062 559
The Pre-School Child Near Environment: Variable Manipulation and Evaluation. ED 061 575
Sixth Grade Interdisciplinary Packet: Science-Social Studies. ED 062 261
TESOL: Our Common Cause. ED 061 844
- Interference (Language Learning)**
A Contrastive Analysis of English and Hungarian Grammatical Structure. Final Report. ED 061 859
Variables Affecting Interference in Meaningful Verbal Learning. ED 062 092
- Intergroup Education**
Assessment of an Intervention Curriculum Unit in Intergroup Education. ED 062 450
Fifth Grade Social Studies Unit and Student Readings. ED 062 217
- Intergroup Relations**
The Challenge of the American Dream: The Chinese in the United States. ED 062 477
- Interinstitutional Cooperation**
Report of the Special Committee for Development of Communication with Negro Colleges and Universities. ED 061 876
- Intermediate Grades**
Homogeneous Grouping and the Individualization of Instruction in Remedial Reading in an Intermediate School. ED 062 084
- Internal Scaling**
Comparison of the Factor Structure of Guttman-Weighted vs. Rights-Only-Weighted Tests. ED 062 389
The Relation of the Method of Reciprocal Averages to Guttman's Internal Consistency Scaling Model. ED 062 397
- International Education**
Biological Sciences Curriculum Study Newsletter Number 47. ED 062 213
Collective Bargaining for University Faculty in Canada. ED 061 901
Council of Europe News-Letter 1/72. ED 062 187
Global Dimensions in U.S. Education: The University. ED 061 911
Global Dimensions in U.S. Education: The Elementary School. ED 062 265
Higher Education Report. ED 061 866
- A Report on the Use of Costing and Other Financial Techniques in Technical Colleges by the Committee on the More Effective Use of Technical College Resources. ED 061 864
Royal Commission on Medical Education 1965-68 Report. ED 061 865
Science Education Newsletter No. 18. ED 062 210
Studies in the Social and Cultural History of British Universities. Final Report. ED 061 913
Study on Teachers. Quantitative Trends in Teaching Staff in Higher Education. ED 061 868
Teaching Computing in Universities. A Report of a Joint Working Party. ED 061 863
- International Organizations**
The Human Environment. . . New Challenge for the United Nations. ED 062 169
Intergovernmental Copyright Committee (Eleventh Session, Geneva, November 1971). Report. ED 061 989
Report of the Director-General on the Activities of the Organization in 1971. ED 061 467
- International Programs**
Compendium of Lecture Notes for Training Class III Meteorological Personnel. ED 062 127
Fourth Meeting of the Panel for Evaluation of Experimental Literacy Projects. Final Report. ED 061 512
International Environmental Policy. [An Annotated Bibliography of Selected Documents Which Present Discussions or Viewpoints on the Formulation of International Environmental Policy]. ED 062 167
Primary Scientific Publication; A Report Prepared (With Special Reference to Physics) for the UNESCO Ad-Hoc Sub-Committee on Methods of Primary Scientific Publication and for the ICSU-UNESCO Joint Study on the Communication of Scientific Information and on the Feasibility of a Worldwide Science Information System. ED 061 953
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An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. A Pilot Study (July 1, 1970-June 30, 1971). Director's Final Report. ED 062 517
Teaching and Learning for Educationally Disadvantaged Students in Community Colleges. ED 061 941
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Analysis of Social Skills Development in the Appalachia Preschool Education Program. ED 062 021
- Interpersonal Relationship**
Communication: A Helping Relationship. ED 061 741
Education in 'Aina Pūmehana: the Hawaiian-American Student as a Hero. Final Draft. ED 062 491
The Effects of Territorial Depiction and Disruption on Group Cohesion in a Classroom Setting. ED 061 763
Interpersonal Compatibilities of Innovative and Non-Innovative School Principals and Curriculum Coordinators. ED 061 606
- Interprofessional Relationship**
Change Agents and Social System Change. ED 061 641

Intervention

Assessment of an Intervention Curriculum Unit in Intergroup Education. ED 062 450

Infant Development Research: Problems in Intervention. ED 062 008

Intransitive Choice Behavior

An Investigation of Intransitive Choice Behavior. ED 062 376

Investigations

Teaching Method English (UME). ED 061 825

Israel

Child Bilingualism in an Immigrant Society: Implications of Borrowing in the Hebrew Language of Games. ED 061 809

Italian Americans

The Italian Experience in the United States. ED 062 472

Item Analysis

Item Analysis of an Achievement Testing Program for Hearing Impaired Students, United States: Spring 1971. ED 061 691

The Relation of the Method of Reciprocal Averages to Guttman's Internal Consistency Scaling Model. ED 062 397

Item Pool

A Concept-Sampling Procedure for Quiz-Oriented Instruction. ED 062 400

Japan

New Comprehensive National Development Plan. ED 062 232

Japanese

Japanese Basic Course: Exercise Book. ED 061 797

Japanese Americans

Acculturation Dilemma: The Function of Japanese Moral Values for Americanization. CAE Newsletter, Volume 3, Number 1. ED 062 476

Job Analysis

Analyses of WIN Team Functioning and Job Requirements. Phase I: Duties and Tasks Performed by Teams and Team Members. ED 062 562

Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory. ED 062 541

Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory. ED 062 543

Job Market

The Supply and Demand for Graduates of Higher Education: 1970 to 1980. ED 061 879

Job Placement

Starting and Managing an Employment Agency. ED 062 551

Job Satisfaction

Classified School Employees: Factors Influencing Their Attitudes Toward Work. Research Development Service Bulletin. ED 061 619

Need Satisfaction of Educational Administrators. ED 061 584

Job Skills

Balance Assembler (clock & watch) 6-72.127; Endshake Adjuster (clock & watch) 8-72.10; Escapement Adjuster (clock & watch) 4-72.120; Hairspring Inspector (clock & watch) 1-4-72.205; Hairspring Pinner (clock & watch) 8-72.10; Mechanical Assembler (clock & watch) 6-72.113; Oilier (clock & watch) 6-72.955; Repairman (clock & watch) 4-72.960; Timing-Machine Operator (clock & watch) 6-72.248; Train Inspector (clock & watch) 4-

72.206; (Movement Assembly Department)--Technical Report on Standardization

ED 062 415
Balance Truer (clock & watch) 6-72.205; Balance Wheel and Impulse Pin Sub-Assembler (clock & watch) 8-72.10; Final Inspector, Balance Wheel (clock & watch) 6-72.234; Hairspring Solderer (clock & watch) 8-72.10; Hairspring Vibrator (clock & watch) 6-72.135; Inspector, Watch Parts (clock & watch) 6-72.215; Put in Beat Adjuster (clock & watch) 6-72.224; (Balance Wheel Assembly Department)--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 414

Barrel-Arbor Assembler (clock & watch) 6-72.134; Burrer (clock & watch) 6-72.274; Burrer, Machine (clock & watch) 6-72.275; Lancing Gager (clock & watch) 8-72.10; Main-Arbor-and-Hook Assembler (clock & watch) 8-72.10; Pinion Reamer (clock & watch) 8-72.10; Reamer (clock & watch) 6-78.210; Retaining-Spring Attacher (clock & watch) 8-72.10; Rocking-Bar Adjuster (clock & watch) 8-72.10; Staker (clock & watch) 6-72.111; Straightener (clock & watch) 6-72.246; Tray Leader (clock & watch) 8-72.10

ED 062 416
Bookkeeper (clerical) II 1-01.02--Technical Report on Standardization of the General Aptitude Test Battery.

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Cable Maker (elec. equip.; electronics) 726.884--Development of USTES Aptitude Test Battery.

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Candy Packer (confection) 8-05.21--Technical Report on Standardization of the General Aptitude Test Battery.

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Carpet Layer (ret. tr.) 7-59.220; Linoleum Layer (const.; ret. tr.) 5-32.732--Technical Report on Standardization of the General Aptitude Test Battery.

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Case Coverer (jewelry cases; leather prod.) 6-62.401; Liner (jewelry cases; leather prod.) 6-62.402--Technical Report on Standardization of the General Aptitude Test Battery.

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Caser (clock & watch) 6-72.105; Dialer (clock & watch) 6-72.198; Final Inspector, Movement Assembly (clock & watch) 6-72.326; Hands Assembler (clock & watch) 6-72.197; Inspector, Casing (clock & watch) 6-72.221; Liner and Gasket Insertor (clock & watch) 8-72.10; Lint Remover (clock & watch) 8-72.10; Sweep-Spring Attacher (clock & watch) 8-72.10; (Finishing Department)--Technical Report on Standardization of the General Aptitude Test Battery.

ED 062 413
Case Worker (profess. & kin.) 0-27.20--Technical Report on Standardization of the General Aptitude Test Battery.

ED 062 438
Cementer, Hand (boot and shoe) II 6-61.311--Technical Report on Standardization of the General Aptitude Test Battery.

ED 062 411
Coil Assembler (elec. equip.; electronics) I 6-99.161--Technical Report on Standardization of the General Aptitude Test Battery.

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Counter girl 2-27.13; Counter man, Lunchroom or Coffee Shop (hotel and rest.) 2-27.13--Technical Report on Standardization of the General Aptitude Test Battery.

ED 062 428
Die-Casting-Machine Operator (nonfer. metal alloys & prod.) II 6-82.916--Technical Report on Standardization of the General Aptitude Test Battery.

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Electronics-Unit Assembler (electronics) 6-98.014 -- Technical Report on Standardization of the General Aptitude Test Battery.

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Glass Products Inspector 8-65.01--Technical Report on Standardization of the General Aptitude Test Battery.

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Loom Fixer (textile) 4-16.010--Technical Report on Standardization of the General Aptitude Test Battery.

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Manager, Industrial Organization 0-97.41--Technical Report on the Standardization of the General Aptitude Test Battery. Final Report.

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Merchandise Packer (any ind.) 9-68.30--Technical Report on Standardization of the General Aptitude Test Battery.

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Moulder, Color Film (any ind.) 976.885--Technical Report on Standardization of the General Aptitude Test Battery.

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Order Filler (any ind.) 922.887 (9-88.40)--Technical Report on Development of USTES Aptitude Test Battery.

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Presser, Machine (any ind.; laund.) 7-57.511--Technical Report on Standardization of the General Aptitude Test Battery.

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Press Operator (glass mfg.) 4-65.415--Technical Report on Standardization of the General Aptitude Test Battery.

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Service Engineer (Mach. Tools & Access.) 5-83.988--Technical Report on Standardization of the General Aptitude Test Battery.

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- Stripper (print. & pub.) 971.381--Development of USTES Aptitude Test Battery. ED 062 439
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- Newspaper Makeup: Journalism, English. ED 062 331
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- Junior College Libraries**
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- High Interest-Easy Reading for Junior and Senior High School Students. Second Edition. ED 062 330
- Life: A Question of Survival. ED 062 130
- Junior Secondary Science Project**
- Food for Living Things, Teacher's Guide. ED 062 161
- Kanji**
- Japanese Basic Course: Exercise Book. ED 061 797
- Kansas City**
- Special Project for Coordinated Adult Basic Education, 1968/69. Final Report. ED 061 475
- Karnes Preschool Program**
- A Five-Year Logitudinal Comparison of a Traditional versus Structured Preschool Program on Cognitive, Social, and Affective Variables. ED 062 007
- Kentucky**
- Paducah-Louisville Consortium; Project VIII: Focus on Dropouts... a New Design. Final Evaluation Report. ED 062 479
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English Language Arts Curriculum Guide. Early Adolescence, Junior High. ED 062 315
English Language Arts Curriculum Guide. Late Adolescence, High School. ED 062 316
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The Language of Man. Book 5. Teacher's Manual. ED 061 760
The Language of Man. Book 6. Teacher's Manual. ED 061 762
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Right On! New Directions in Language Arts. ED 062 318
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After Childhood, Then What? An Overview of Ethnic Language Retention (ELRET) Programs in the United States. ED 061 808
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Child Bilingualism in an Immigrant Society: Implications of Borrowing in the Hebrew 'Language of Games.' ED 061 809
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Detailed Analysis of the Language Development of Children in AEL's Preschool Education Program. ED 062 018
The Dual Language Process in Young Children. ED 061 812
The Language Code of the Child. ED 062 328
The Language of Man. Book 6. ED 061 761
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The Relationship of Speech Articulation to Reading and Related Language Skills: A Review. Interim Report 12. ED 062 097
Technical Reports: Evaluation Reports, ESEA Title I, 1970-1971. ED 062 459
Verbal Learning Research and the Technology of Written Instruction. ED 062 340
- Language Instruction**
On Becoming a Language Teacher. ED 061 830
Colonialism in the Classroom: Teaching "Good" Grammar to Black Children. ED 061 820
Czech Basic Course: Verb List. ED 061 816
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Englisch an Gesamtschulen: Handbuch zum Fremdsprachenunterricht, 7. Schuljahr (English in Comprehensive Schools: A Handbook for Foreign Language Instruction, Grade 7). ED 061 777
German Basic Course: Instructor's Volume. Volume I, Part 1, Lessons 1-8. ED 061 833
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Le vocabulaire disponible du français, Tome 1. Le vocabulaire concret usuel des enfants français et acadiens: Etude témoin (The Working French Vocabulary, Volume 1. Common Generic Terms Used by French and Acadian Children: A Field Study). ED 061 785
Le vocabulaire disponible du français, Tome II. Vocabulaire disponible des enfants acadiens (The Working French Vocabulary, Volume 2. Working Vocabulary of Acadian Children). ED 061 786
Linguistics: A Bibliography of Selected Rand Publications. ED 061 790
The Negative "Aspects" of Children's Writing. ED 062 341
A Series of Experiments Concerning the Relationship between Learning and the Structural Importance of Linguistic Subunits. Final Report. ED 062 319
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, 1 October-31 December 1971. ED 061 837
Una formalización tentativa del problema de la barrera lingüística (A Tentative Formalization of the Problem of Linguistic Barriers). ED 061 801
- Language Skills**
Aural-Oral Skills and Different Models of Bilingual Education. ED 061 792
Creative Expression Among Ethnic Groups in Hawaii. ED 061 736
The Effects of Listening Training on Teacher Listening and Discussion Skills. ED 062 310
German Basic Course: Instructor's Volume. Volume I, Part 1, Lessons 1-8. ED 061 833
German Basic Course: Instructor's Volume. Volume I, Part 2, Lessons 9-15. ED 061 834
Korean Advanced Course: Volume V. ED 061 796
Slovenian: Non-Resident Language Refresher Course. 210 Hour Course, Volume VI. ED 061 821
Slovenian: Non-Resident Language Refresher Course. 210 Hour Course, Volume VII. ED 061 842
- Language Styles**
Configuration of Style-Dialects in Banaras, India: A Continuum Based on Respect Forms. ED 061 815
The Development of Awareness of the Black Standard/Black Nonstandard Dialect Contrast Among Primary School Children: A Pilot Study. Research and Development Memorandum Number 83. ED 062 464
Dialects and Levels of Language. ED 061 756
How Words Change Our Lives. ED 061 755
The Language of Man. Book 4. ED 061 758
The Language of Man. Book 6. ED 061 761

196 Subject Index

Language Teachers

- Innovation in the Professional Preparation of Foreign Language Teachers. ED 061 847

Language Tests

- The Design and Execution of a Language Testing Programme at University Level in the United Kingdom. ED 061 819

Large Group Instruction

- Committee on the Undergraduate Program in Mathematics Newsletter, Number 7. ED 062 160
The Graduate Teaching Assistant: Effects on Students in Large Undergraduate Courses. Purdue Experiment in Mass Instruction. ED 062 231
Teaching the Large Class at the Undergraduate Level. Final Report. ED 061 907

Lasers

- Laser Fundamentals and Experiments. ED 062 116

Latin

- Teaching Classics Today: A Progress Report. ED 061 780

Law Enforcement

- The Federal Civil Rights Enforcement Effort: A Report of the United States Commission on Civil Rights. Seven Months Later, May 1971; One Year Later, November 1971. ED 062 452
Police Education in American Colleges and Universities: A Search for Excellence. Final Report. ED 061 916
Social Studies: The Law and You. ED 062 256

Law In A Free Society Project

- Law in a Free Society. ED 062 225

Law Instruction

- Law in a Free Society. ED 062 225
Police Education in American Colleges and Universities: A Search for Excellence. Final Report. ED 061 916
Social Studies: The Law and You. ED 062 256
Urban Legal Processes: Development of Original Course Materials to Teach Legal Problem-Solving Skills and Knowledge to Under-Graduates in the Urban Sciences. Final Report. ED 061 921

Leadership

- A Report on the 1968 Adult Basic Education Institute for Administrators in Region VIII. ED 061 469

Leadership Responsibility

- A Comparative Study of Team and Individual Decision Making. ED 062 309
Recommendations for Improving Mathematics Education. ED 062 212

Leadership Styles

- Goals, Organizations and Strategies of Change Agencies. ED 061 518

Leadership Training

- Institute in Administration for Local Directors of Adult Basic Education. Final Report. ED 061 478
Proceedings of the National Seminar for State Directors of Community-Junior Colleges (January 10-11, 1972). Final Report. ED 062 520
Summary of Ten Institutes: Training Professional Personnel Responsible for Vocational-Technical Education in Eastern Metropolitan Areas. ED 062 523

Learning

- Achievement as a Function of External Organizers and Organizing Ability. ED 062 196

Children's Verbal Learning and Comprehension in the Aural and Visual Modes. ED 061 545

The Cultural Context of Learning and Thinking: An Exploration in Experimental Anthropology. ED 062 465

Discovery Learning Versus Expository Learning: New Insight into an Old Controversy. ED 061 532

Effects of Anxiety on Concept Learning. ED 061 540

Effects on Achievement of Possession of Behavioral Objectives and Training Concerning Their Use. ED 061 531

The Relation Between the Development of Certain Conservation and Measurement Concepts. ED 062 140

Learning Activities

- Environmental Education, A Teacher's Guide with Inquiry and Value Seeking Strategies. ED 062 182
National Endowment for the Humanities Sixth Annual Report. ED 062 358
Newspaper Editing: English, Journalism. ED 062 334
Newspaper Makeup: Journalism, English. ED 062 331

Learning Centers

- What Are We Learning About Learning Centers? ED 061 967

Learning Characteristics

- The Effect of Presenting Objectives Prior to Text. ED 062 398
Emotional Factors in the Learning and Non-specific Transfer of White and Black Students. ED 062 463
The Interrelationships of Ability Level, Instructional System, and Skill Acquisition. ED 061 725
Psychoeducational Issues in Educable Mental Retardates: Dependency and Learning. Final Report. ED 061 680
Variables Affecting Interference in Meaningful Verbal Learning. ED 062 092

Learning Difficulties

- The Evolution of Learning Assistance in a Community College. ED 061 940
Self-Programmed Control: A New Approach to Learning. ED 061 924

Learning Disabilities

- The Learning Disabilities Program in Bucks County Schools. ED 061 668

Learning Laboratories

- A Guide for Establishing a Learning Laboratory: Adult Basic Education. ED 061 502
Self-Programmed Control: A New Approach to Learning. ED 061 924
What Are We Learning About Learning Centers? ED 061 967

Learning Modalities

- Children's Verbal Learning and Comprehension in the Aural and Visual Modes. ED 061 545

Learning Motivation

- The Cognitive Strategies of Language Learning. ED 061 814
The Effectiveness of Compensatory Education: Summary and Review of the Evidence. ED 062 475
Evaluation of the Use of Various Types of Incentives in Educational Programs. ED 062 387

Learning Processes

- The Cognitive Strategies of Language Learning. ED 061 814
The Heritability of Jensen's Level I and II and Divergent Thinking. ED 061 814

Proximity Analysis and the Structure of Organization in Free Recall. ED 062 373

A Series of Experiments Concerning the Relationship between Learning and the Structural Importance of Linguistic Subunits. Final Report. ED 062 319

Spoken Rehearsal and Verbal Discrimination Learning. ED 062 000

Verbalizing Method Influence on Short-Term Retention of Discovered Generalizations. ED 062 141

Verbal Learning Research and the Technology of Written Instruction. ED 062 340

Learning Readiness

- Math Readiness and Related Considerations. ED 062 193

Learning Theories

- Achievement as a Function of External Organizers and Organizing Ability. ED 062 196
Individualization: An Emergent Concept in Science Instruction. ED 062 162

Leave of Absence

- Teacher Absenteeism and Related Policies for Supplemental Remuneration. ED 062 274

Lecture

- Lecture Alternatives in Teaching English. ED 062 326
Report of the Special Committee for Development of Communication with Negro Colleges and Universities. ED 061 876
Teaching the Large Class at the Undergraduate Level. Final Report. ED 061 907

Legal Aid

- American Indian Civil Rights Handbook. ED 062 060

Legal Problems

- American Indian Civil Rights Handbook. ED 062 060
Career Obsolescence and Social Security: Emerging Education Policy Issues in Law. ED 061 903
The Legal Problems of the Rural Poor. American Bar Foundation Series on Legal Services for the Poor. ED 062 050
Offenses Questionnaire. ED 062 380
Public- Private Competition in Higher Education. Emerging Education Policy Issues in Law. ED 061 905
Rural Poverty and the Law in Southern Colorado. American Bar Foundation Series on Legal Services for the Poor. ED 062 052

Searchlight: Relevant Resources in High Interest Areas. Parent Counseling. 8R Retrospective Search. ED 061 570

Unequal Student Aid: Emerging Education Policy Issues in Law. ED 061 904

Urban Legal Processes: Development of Original Course Materials to Teach Legal Problem-Solving Skills and Knowledge to Under-Graduates in the Urban Sciences. Final Report. ED 061 921

Legal Responsibility

- Career Obsolescence and Social Security: Emerging Education Policy Issues in Law. ED 061 903
A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children. ED 061 694
Public- Private Competition in Higher Education. Emerging Education Policy Issues in Law. ED 061 905

Legends

- American Indian Authors. ED 062 063

Legislation

Legislative Guide for Drafting State-Local Programs on Juvenile Delinquency.

ED 061 535

A Study of the Legislation Concerning the Special Education of Handicapped Children and Young People.

ED 061 681

Legislators

Political Participation of Mexican Americans in California. A Report of the California State Advisory Committee to the United States Commission on Civil Rights.

ED 062 061

Lesson Plans

The Effectiveness of Performance-Based Training Modules on Planning and Presenting.

ED 062 299

Letters (Alphabet)

Teaching Children to Discriminate Letters of the Alphabet Through Errorless Discrimination Training.

ED 062 085

Librarians

The Education and Training of Indonesian Librarians: Problems and Prospects.

ED 061 963

Library Futures; Summary & Evaluation 1968 - 1971.

ED 061 983

Library Statistics of Colleges and Universities; Institutional Data, Part A, Fall 1971; Basic Information on Collections, Staff, and Expenditures.

ED 061 996

Primer for Media Resources Librarians.

ED 061 984

Publishing in Canada; Proceedings of the Institute on Publishing in Canada, June 27-30, 1971.

ED 061 965

Librarianship

Directions in Education for Information Science; Proceedings of a Symposium for Educators (Denver, Colorado, November 11-13, 1971).

ED 061 947

Libraries

New Code, Old Problems; A Critical Discussion of Some Aspects of the Anglo-American Cataloguing Rules (1967).

ED 061 958

Report on Survey of Subscription Agents Used by Libraries in New York State Conducted by the Technical Committee in 1970.

ED 061 950

Library Acquisition

Background for the Cost Analysis of the Order & Standard Loan Library Operations.

ED 061 970

Report on Survey of Subscription Agents Used by Libraries in New York State Conducted by the Technical Committee in 1970.

ED 061 950

Library Associations

The American Medical Association and the American Library Association; A Study of Developing Organizational Structure.

ED 061 981

Council on Library Resources; 15th Annual Report for the Year Ending June 30, 1971.

ED 061 966

Progress and Poverty; Library Association of Australia Proceedings of the Biennial Conference (16th, Sydney, August 1971).

ED 061 986

Library Automation

Collaborative Library Systems Development.

ED 061 959

Conceptual Replaceability Analysis for Order and Standard Loan Tasks.

ED 061 972

Demand Models for Books in Library Circulation Systems. Final Report.

ED 061 980

Library Circulation

Background for the Cost Analysis of the Order & Standard Loan Library Operations.

ED 061 970

Demand Models for Books in Library Circulation Systems. Final Report.

ED 061 980

Library Collections

The Franco-Americans of New England: A Union List of Materials in Selected Maine Libraries.

ED 062 220

Library Statistics of Colleges and Universities; Institutional Data, Part A, Fall 1971; Basic Information on Collections, Staff, and Expenditures.

ED 061 996

Library Cooperation

Periodicals for the Asking: A Plan for a Periodicals Network; A Survey Report of Five California Counties Made for the 49-99 Cooperative Library System.

ED 061 960

Library Education

The Education and Training of Indonesian Librarians: Problems and Prospects.

ED 061 963

Librarianship; A Faceted Classification Scheme as a Teaching Aid.

ED 061 987

Library Futures; Summary & Evaluation 1968 - 1971.

ED 061 983

The Plan of the Establishment of an Academy of Library Science in Bandung.

ED 061 964

Library Expenditures

Library Statistics of Colleges and Universities; Institutional Data, Part A, Fall 1971; Basic Information on Collections, Staff, and Expenditures.

ED 061 996

Library Facilities

Academic Support Facilities. Higher Education Facilities Planning and Management Manual Four. Revised.

ED 061 625

Library Instruction

Where the Books Are: English.

ED 061 988

Library Networks

Collaborative Library Systems Development.

ED 061 959

Library System Definition; Functions & Interfaces.

ED 061 971

Periodicals for the Asking: A Plan for a Periodicals Network; A Survey Report of Five California Counties Made for the 49-99 Cooperative Library System.

ED 061 960

Library Planning

Planning Aids for the University Library Director.

ED 061 949

Public Library Service in Victoria; A Report to the State Government.

ED 061 951

Special Libraries: Planning and Operation; Preliminary Draft.

ED 061 982

Library Programs

Library Futures; Summary & Evaluation 1968 - 1971.

ED 061 983

Library Services for the Handicapped in Maine; A State-of-the-Art Report.

ED 061 961

Library Science

The Plan of the Establishment of an Academy of Library Science in Bandung.

ED 061 964

Library Services

Academic Support Facilities. Higher Education Facilities Planning and Management Manual Four. Revised.

ED 061 625

Library Services for the Handicapped in Maine; A State-of-the-Art Report.

ED 061 961

The Public's Attitude Toward Public Library Services in Essex County, New Jersey; A

Research Study Conducted for the Essex County Library Directors Group Public Relations Committee.

ED 061 974

Library Skills

Where the Books Are: English.

ED 061 988

Library Standards

Public Library Service in Victoria; A Report to the State Government.

ED 061 951

Library Statistics

Library Statistics of Colleges and Universities; Institutional Data, Part A, Fall 1971; Basic Information on Collections, Staff, and Expenditures.

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Library Technical Processes

Cataloging Non-Print at NMAC; A Guide for the Medical Librarian.

ED 061 985

Combined Edition of Family Planning Library Manual and Family Planning Classification.

ED 062 136

Conceptual Replaceability Analysis for Order and Standard Loan Tasks.

ED 061 972

Librarianship; A Faceted Classification Scheme as a Teaching Aid.

ED 061 987

New Code, Old Problems; A Critical Discussion of Some Aspects of the Anglo-American Cataloguing Rules (1967).

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Organizing Audio-Visual Instructional Materials in the Madison Public Schools.

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Library Technicians

Library Statistics of Colleges and Universities; Institutional Data, Part A, Fall 1971; Basic Information on Collections, Staff, and Expenditures.

ED 061 996

The Plan of the Establishment of an Academy of Library Science in Bandung.

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Linear Programming

Algunos aspectos sicolinguisticos de la Instruccion Programada en el laboratorio de idiomas (Some Psycholinguistic Aspects of Programmed Instruction in the Language Laboratory).

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A Linear Programming Model for Assigning Students to Attendance Centers.

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Linguistics

Hacia una vision total del hablante espanol (Toward a Total View of the Spanish Speaker).

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Linguistic Theory

A Description of the Functional System of the Spanish Verb.

ED 061 793

Linguistics: A Bibliography of Selected Rand Publications.

ED 061 790

Meaning in Cross-Cultural Situations: An Application of Vygotsky's Unit of Analysis to Ethnolinguistics.

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Modern Studies in English: Readings in Transformational Grammar.

ED 061 817

Topical Bibliography in Theoretical and Applied German Linguistics.

ED 061 787

Listening Comprehension

Dialect Proficiency and Auditory Comprehension in Standard and Non-Standard English.

ED 062 495

The Effects of Listening Training on Teacher Listening and Discussion Skills.

ED 062 310

Proceedings of the Second Louisville Conference on Rate and/or Frequency-Controlled Speech (Louisville, Kentucky, October 22-24, 1969).

ED 061 682

Question Generation by First Graders: A Heuristic Model.

ED 061 807

198 Subject Index

- A Study of Behavioral Responsiveness in Teachers' Verbal Interactions with Students. ED 062 296
- Listening Skills**
The Comparative Listenability of Shortwave Broadcasts. ED 062 342
A Comparison of First Grade Negro Dialect Speakers' Comprehension of Standard English and Negro Dialect. ED 062 350
The Effects of Listening Training on Teacher Listening and Discussion Skills. ED 062 310
- Literacy Education**
Fourth Meeting of the Panel for Evaluation of Experimental Literacy Projects. Final Report. ED 061 512
Radio and Television in Literacy: A Survey of the Use of the Broadcasting Media in Combating Illiteracy among Adults. ED 061 493
A Regional Educational Television Project for Non-English Speaking Spanish-Surname Adults. Final Report. ED 061 477
Student Taught Adult Basic Literacy Efforts. Final Report. ED 061 494
System for Inter-Agency Coordination in Adult Education. ED 061 473
Teacher's Guide; Books 1-2-3. ED 061 515
Teaching Adults the Literacy Skills. ED 061 509
- Literary Criticism**
1970 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Volume I: General, English, American, Medieval and Neo-Latin, Celtic Literatures; and Folklore. ED 061 823
Project English Summaries, March 1970. ED 062 324
- Literature**
1970 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Volume I: General, English, American, Medieval and Neo-Latin, Celtic Literatures; and Folklore. ED 061 823
Bibliography of Population Education. ED 062 192
Child Development through Literature. ED 062 354
Literature Games. ED 062 351
Now or Never. The Fight Against Pollution. ED 062 132
Right On! New Directions in Language Arts. ED 062 318
- Literature Appreciation**
High Interest-Easy Reading for Junior and Senior High School Students. Second Edition. ED 062 330
- Literature Guides**
1970 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Volume I: General, English, American, Medieval and Neo-Latin, Celtic Literatures; and Folklore. ED 061 823
- Literature Reviews**
Adult Basic Education Staff Training. Literature Search. ED 061 481
Behavior Modification in the Classroom: An Abstract Bibliography. ED 062 005
Building Renovation and Modernization. Educational Facilities Review Series Number 4. ED 061 573
Can We Teach Children to Think Creatively? ED 061 544
Flexible-Modular Scheduling. Educational Management Review Series Number 4. ED 061 580
Lecture Alternatives in Teaching English. ED 062 326
Review and Analysis of Instructional Materials for Cooperative Vocational Education. ED 062 513
- Student Teaching in English. ED 062 329
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part I, A Summary of the Research Literature. ED 062 070
Variables Affecting Interference in Meaningful Verbal Learning. ED 062 092
- Logical Thinking**
An Experiment in Developing the Ability of Disadvantaged Adult Learners to Perform Verbal Logical Operations. ED 061 487
- Lower Class**
Retarded Children of the Poor: A Casebook. ED 061 667
- Lower Class Parents**
Black Kindreds: Parenthood and Personal Kinship Networks Among Blacks "On Aid." ED 062 449
- Lunar Research**
On the Moon with Apollo 16. A Guidebook to the Descartes Region. ED 062 148
- Machine Repairmen**
Loom Fixer (textile) 4-16.010--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 417
Packaging-Machine Mechanic (drug. prep. & rel. prod.) 920.280--Development of USTES Aptitude Test Battery. ED 062 421
- Machine Tool Operators**
Folding-Machine Operator (print. & pub.) 4-49.051--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 435
Stereotyper (print. & pub.) 975.782--Technical Report on Development of USTES Aptitude Test Battery. ED 062 439
- Machine Translation**
Feasibility Study on Fully Automatic High Quality Translation: Volume I. Final Technical Report. ED 061 783
Feasibility Study on Fully Automatic High Quality Translation: Volume II. Final Technical Report. ED 061 784
FMS: A Format Manipulation System for Automatic Production of Natural Language Documents, Second Edition. Final Report. ED 061 976
- Maine**
Library Services for the Handicapped in Maine; A State-of-the-Art Report. ED 061 961
- Malay**
The Malay Language in Malaysia: An Applied Sociolinguistic Study. ED 061 818
- Management**
A Definition of the Scope of Environmental Management. ED 062 110
Ecological River Basin Management. ED 062 114
Grants Management in Education: Federal Impact on State Agencies. ED 061 649
Higher Education Facilities Planning and Management Manuals, Nos. 1-7. Revised. ED 061 621
Higher Education Facilities Planning and Management: An Overview. Higher Education Facilities Planning and Management Manual One. Revised. ED 061 622
The Management of Information Analysis Centers: [Proceedings of a Forum] Held at National Bureau of Standards, Gaithersburg, Md., May 17-19, 1971. ED 061 946
PPBS and Its Implications for You. ED 061 615
- Reachout: Associations of College Unions-International Proceedings of the Forty Eighth Annual Conference. ED 061 526
Real Costs for Information Managers. ED 061 969
State Government and Education: Management in the State Education Agency. ED 061 648
- Management Development**
The Poverty of Educational Administration. ED 061 582
A Review and Synthesis of Research on Management Systems for Vocational and Technical Education. ED 062 505
State Government and Education: Management in the State Education Agency. ED 061 648
[The Educational Resources Management System: Application of PPBS Concepts to Education.] ED 061 595
A Training and Development Program for Administrative Change in School Systems. ED 061 639
- Management Education**
Implementing the Change Team Concept. ED 061 640
Starting and Managing an Employment Agency. ED 062 551
A Training and Development Program for Administrative Change in School Systems. ED 061 639
- Management Information Systems**
Planning Techniques for Local Programs of Vocational Education. ED 062 518
Registration and Scheduling at NIU (Implementing Commercial Software at a Large University.) College and University Machine Records Annual Conference (17th, Columbus, Ohio, May 1972). ED 061 652
Student Generated Section, Course and Alternate Requests as the Keystone of a Computer Based, Student Responsive, Advance Registration and Scheduling System. College and University Machine Records Annual Conference. (17th, Columbus, Ohio, May 1972). ED 061 651
- Management Systems**
A Curriculum Study of Systems Science and Engineering Programs. Final Report. ED 062 215
Design of a Planning and Assessment System for the Division of Manpower and Institutions. ED 062 386
An Educational Planning System: Cost-Effectiveness Approach. ED 061 644
An Integrated State and Local Management and Information System for Occupational Education in Massachusetts. A Monograph. ED 062 553
Performance Incentive Remedial Education Experiment. Final Report. ED 061 646
Planning, Programming, Budgeting System Manual for State of California School Districts. An Educational Planning and Evaluation System. Second Preliminary Edition. ED 061 597
Program Budgeting for School District Planning. ED 061 654
A Review and Synthesis of Research on Management Systems for Vocational and Technical Education. ED 062 505
[The Educational Resources Management System: Application of PPBS Concepts to Education.] ED 061 595
Where OD for Schools Needs To Go. ED 061 604
- Managerial Occupations**
Manager, Industrial Organization 0-97.41--Technical Report on the Standardization of the General Aptitude Test Battery. Final Report. ED 062 422

Man Machine Systems

Advanced Intellect-Augmentation Techniques.
ED 061 732

Datafiles for Computerized Vocational Guidance: Requirements, Preparation, Use. Information System for Vocational Decisions. Project Report No. 15.
ED 061 560

The Role of Decision-Making in Information Generation, an Emerging New Potential for Guidance. Information System for Vocational Decisions. Project Report No. 12.
ED 061 561

A Tentative Career Development Curriculum and Its Implications for the Patterning of Supervisory Responsibilities in the Information System for Vocational Decisions. Information System for Vocational Decisions. Project Report Number 10.
ED 061 562

Manpower Development

An Evaluation of Area Skill Surveys as a Basis for Manpower Policies.
ED 062 507

A Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education.
ED 062 271

Inventory of Federal Programs that Support Health Manpower Training, 1970. Health Manpower Clearinghouse Series.
ED 062 546

Manpower Report of the President Including a Report on Manpower Requirements, Resources, Utilization, and Training.
ED 062 529

Problem Areas in Occupational Education for the 1970's.
ED 062 544

Review and Synthesis of Literature on Job Training in Industry.
ED 062 514

Manpower Needs

Implementing Cost-Benefit Research in Education.
ED 061 616

Manpower Report of the President Including a Report on Manpower Requirements, Resources, Utilization, and Training.
ED 062 529

The Supply and Demand for Graduates of Higher Education: 1970 to 1980.
ED 061 879

A Taxonomy of Marine Technicians and Technologists and the Implications for Training Them.
ED 062 509

Manpower Utilization

Manpower Report of the President Including a Report on Manpower Requirements, Resources, Utilization, and Training.
ED 062 529

Manpower Theory and Policy and the Residual Occupational Elasticity of Substitution.
ED 062 506

Manuals

Career Education: A Handbook for Implementation.
ED 062 521

Cultural Patterns in Urban Schools: A Manual for Teachers, Counselors, and Administrators.
ED 062 488

Higher Education Facilities Planning and Management Manuals, Nos. 1-7. Revised.
ED 061 621

Higher Education Facilities Planning and Management: An Overview. Higher Education Facilities Planning and Management Manual One. Revised.
ED 061 622

The Language of Man. Book 5. Teacher's Manual.
ED 061 760

Starting and Managing an Employment Agency.
ED 062 551

Maps

Cartographic Symbolism and Very Young Children.
ED 062 238

Map Skills

Cartographic Symbolism and Very Young Children.
ED 062 238

Marine Biology

Authorized Course of Instruction for the Quin-
mester Program. Science: Introduction to
Marine Science; Recreation and the Sea;
Oceanography; Marine Ecology of South
Florida, and Invertebrate Marine Biology.
ED 062 175

Marine Technicians

Marine Technology Programs: Where We Are
and Where We're Going.
ED 062 111

A Taxonomy of Marine Technicians and
Technologists and the Implications for Training
Them.
ED 062 509

Marketing

The Management of Information Analysis Cen-
ters: [Proceedings of a Forum] Held at Na-
tional Bureau of Standards, Gaithersburg, Md.,
May 17-19, 1971.
ED 061 946

Massachusetts

Summary of Massachusetts Study of Educa-
tional Opportunities for Handicapped and Dis-
advantaged Children.
ED 061 678

Mass Media

Computers, Remote Teleprocessing and Mass
Communication.
ED 061 735

Coping With the Mass Media.
ED 061 754

Reading the Newspaper: Language Arts.
ED 062 335

Rumor Construction: An Analysis of a Case
History.
ED 061 751

Mass Production

Candy Packer (confection) 8-05.21--Technical
Report on Standardization of the General Ap-
titude Test Battery.
ED 062 448

Material Development

Distar Instructional System.
ED 061 632

International Seminar on Publications in Con-
tinuing Education.
ED 061 491

Materials Activities Teachers Children

Materials and Activities for Teachers and Chil-
dren--The MATCH Program Developed by the
Children's Museum, Boston, Massachusetts.
ED 061 774

Mathematical Applications

Applied Mathematics in the Undergraduate
Curriculum.
ED 062 155

A Linear Programming Model for Assigning
Students to Attendance Centers.
ED 062 395

Recommendations for the Undergraduate
Mathematics Program for Students in the Life
Sciences. An Interim Report.
ED 062 151

Mathematical Enrichment

Classroom Proven Motivational Mathematics
Games, Monograph No. 1.
ED 062 200

Mathematical Models

Applied Mathematics in the Undergraduate
Curriculum.
ED 062 155

Demand Models for Books in Library Circu-
lation Systems. Final Report.
ED 061 980

Frontier Functions: An Econometric Approach
to the Evaluation of Educational Effectiveness.
ED 061 629

A Linear Programming Model for Assigning
Students to Attendance Centers.
ED 062 395

The Relation of the Method of Reciprocal
Averages to Guttman's Internal Consistency
Scaling Model.
ED 062 397

Mathematics Curriculum

An Analysis of the Practices in the Teaching of
Technical Mathematics and Technical Physics
in Illinois Junior Colleges, Phase I.
ED 061 933

Fort Benton Mathematics Curriculum Outline.
ED 062 036

Mathematics Education

Annotated Compilation of Research on Sec-
ondary School Mathematics, 1930-1970, Volume
1: Introduction, Compilation of Articles.
ED 062 165

Annotated Compilation of Research on Sec-
ondary School Mathematics, 1930-1970, Volume
2: Compilation of Dissertations, Summary and
Conclusions. Final Report.
ED 062 166

A Basic Library List for Two Year Colleges,
January 1971.
ED 062 154

A Beginning Graduate Program in Mathematics
for Prospective Teachers of Undergraduates.
ED 062 156

Factors Associated with the Selection of Ad-
vanced Academic Mathematics Courses by
Girls in High School.
ED 062 173

Preparation for Graduate Work in Statistics.
ED 062 152

Recommendations for Improving Mathematics
Education.
ED 062 212

The Relative Effectiveness of Two Different In-
structional Sequences Designed to Teach the
Addition and Subtraction Algorithms.
ED 062 195

Science Books, A Quarterly Review, Volume 8
Number 1.
ED 062 206

Science Education Newsletter No. 18.
ED 062 210

Selected Aspects of Mathematics Education in
the People's Republic of China.
ED 062 205

A Transfer Curriculum in Mathematics for Two
Year Colleges.
ED 062 150

Verbalizing Method Influence on Short-Term
Retention of Discovered Generalizations.
ED 062 141

Mathematics Instruction

Project R-3: A Motivational Program
Emphasizing Student Readiness, Subject
Relevance, and Learning Reinforcement
Through Individualized Instruction, Intensive
Involvement, and Gaming/Simulation.
ED 061 721

Mathematics Teachers

Qualifications for Teaching University Parallel
Mathematics Courses in Two-Year Colleges.
ED 062 149

Maturation

Black-White Differences in Psychosocial Matur-
ity.
ED 062 503

Measurement

Psychometrics Discovers the Computer:
Discovering Test Items and People.
ED 061 524

The Relation Between the Development of
Certain Conservation and Measurement Con-
cepts.
ED 062 140

Working Papers on Rural Community Services.
ED 062 064

Measurement Instruments

Attainment of Cognitive Objectives.
ED 062 017

Construction of an Experimental Measure of
Motivation.
ED 062 374

Detailed Analysis of the Language Develop-
ment of Children in AEL's Preschool Educa-
tion Program.
ED 062 018

Factor Analysis of the Appalachia Preschool
Education Program Test Data.
ED 062 020

Measurement Techniques

Classroom and Class Laboratory Facilities.
Higher Education Facilities Planning and
Management Manual Two. Revised.
ED 061 623

- Evaluation for Teaching. ED 062 372
- Measurement of Children's Preferences for the Play Environment. ED 061 578
- Observation Instruments and Methodology and Their Application in The Classroom: An Annotated Bibliography. ED 062 277
- Mechanical Skills**
- Presser, Machine (any ind.; laund.) 7-57.511--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 410
- Media Research**
- The Comparative Listenability of Shortwave Broadcasts. ED 062 342
- Media Selection**
- Catalog of Audiovisual Materials Related to Rehabilitation. ED 061 511
- Media Technology**
- The Language of Man. Book 4. ED 061 758
- Medical Associations**
- The American Medical Association and the American Library Association; A Study of Developing Organizational Structure. ED 061 981
- Medical Education**
- Innovation and the Professionalization Process: An Analysis of Dental Education. ED 061 878
- An Interdisciplinary Educational Project in Comprehensive Family Health Care. Final Report. ED 062 559
- Royal Commission on Medical Education 1965-68 Report. ED 061 865
- Medical Libraries**
- Cataloging Non-Print at NMAC; A Guide for the Medical Librarian. ED 061 985
- Primer for Media Resources Librarians. ED 061 984
- Medical Services**
- Emergency Health Services Selected Bibliography. ED 062 548
- Medical Technologists**
- Medical Technologist (medical ser.) 0-50.01--Technical Report on Standardization of the General Aptitude Test Battery. Final Report. ED 062 420
- Medical Treatment**
- Editorial Research Reports on Health Topics. ED 062 190
- Memory**
- Effects of Grammatical Factors and Amount of Material on Memorizing Paragraphs, Sentences, and Word Lists. ED 062 346
- The Heritability of Jensen's Level I and II and Divergent Thinking. ED 061 542
- Mental Health Programs**
- Mental Health Consultation in an Urban "Community School System." ED 062 481
- Mentally Handicapped**
- Center for Research on Language and Language Behavior. Final Report. ED 061 669
- Industrial Arts for Mentally Retarded Students in Junior and Senior High Schools of Missouri. ED 062 511
- Proceedings of the Conference on Nutrition and Mental Retardation (Ann Arbor, Michigan, February 10-11, 1971). ED 061 686
- Psychoeducational Issues in Educable Mental Retardates: Dependency and Learning. Final Report. ED 061 680
- Retarded Children of the Poor: A Casebook. ED 061 667
- Socio-Behavioral Study Center for Mental Retardation. Terminal Progress Report. ED 061 666
- Staff Training in an Institutional Setting. Volume II, Number 9. ED 061 664
- Staff Training in a Public School Setting. Volume II, Number 8. ED 061 663
- Staff Training in a University Setting (With Emphasis on Behavior Modification). Volume III, Number 3. ED 061 658
- Mental Retardation**
- The Origins and Development of the Pluralistic Assessment Project. ED 062 461
- Sociocultural Factors in the Educational Evaluation of Black and Chicano Children. ED 062 462
- Mental Tests**
- An Interval Estimate for Statistical Inference about True Scores. ED 062 384
- Metal Working Occupations**
- Jewelry Assembler 6-72.333; Ring Maker III 700.884--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 407
- Solderer I (any ind.) 6-95.001--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 406
- Meteorology**
- Compendium of Lecture Notes for Training Class III Meteorological Personnel. ED 062 127
- Proceedings of the Conference on Meteorological Education and Training in Developing Countries in Africa. ED 062 126
- Methodology**
- A Comparison of Two Methods of Presenting Occupational Information. ED 062 574
- Methods Courses**
- A Methods Course for Prospective Teachers of English in Desegregated High Schools. ED 061 831
- Metropolitan Areas**
- Summary of Ten Institutes: Training Professional Personnel Responsible for Vocational-Technical Education in Eastern Metropolitan Areas. ED 062 523
- Mexican Americans**
- Comparison of Bilingual Vs. Single Language Instruction in Concept Learning in Mexican-American Four Year Olds. ED 062 043
- Evaluating Carrascolendas: A Television Series for Mexican-American children. ED 062 367
- Evaluating the Effectiveness of Programs Designed to Improve the Education of Mexican-American Pupils. ED 062 047
- The Excluded Student; Educational Practices Affecting Mexican Americans in the Southwest. Mexican American Education Study. ED 062 069
- Health in the Mexican-American Culture, A Community Study. ED 062 046
- Los Chicanos: An Awakening People. Southwestern Studies, Monograph No. 28. ED 062 054
- Mexican-American and Public Aid Recipients Project (MAPAR). Final Report. ED 061 476
- Mexican-American Authors. ED 062 062
- Mexican-Americans in the United States, A Reader. ED 062 045
- Political Participation of Mexican Americans in California. A Report of the California State Advisory Committee to the United States Commission on Civil Rights. ED 062 061
- Rural Poverty and the Urban Crisis. A Strategy for Regional Development. ED 062 058
- Mexicans**
- Developmental and Cross-Cultural Differences in the Cooperative and Competitive Behavior of Young Children. ED 062 040
- Experimental Analyses of Cooperation and Competition of Anglo-American and Mexican Children. ED 062 041
- Rivalry in Anglo-American and Mexican Children of Two Ages. ED 062 042
- Michigan**
- The Critical Conceptual and Operational Elements of the Neighborhood Educational Center. NEC Project. ED 062 480
- Microfiche**
- Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 2. ED 062 563
- Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 2. ED 062 579
- Microteaching**
- The Effect on Teaching Performance of Two Training Techniques in the Knowledge of Concept Moves. ED 062 142
- Innovative and Dynamic Instructional Approaches in Adult Basic Education. ED 061 471
- Middle Aged**
- The Nation's Stake in the Employment of Middle-Aged and Older Persons. ED 061 501
- Middle Schools**
- Implementing Cost-Benefit Research in Education. ED 061 616
- Migrant Child Education**
- FM Radio; An Oral Communication Project for Migrants in Palm Beach County. ED 061 739
- Migrant Education**
- A Regional Educational Television Project for Non-English Speaking Spanish-Surname Adults. Final Report. ED 061 477
- Migrant Youth**
- America's Other Youth: Growing up Poor. ED 062 478
- Military Personnel**
- The Relative Costs of Formal and On-the-Job Training for Navy Enlisted Occupations. ED 061 510
- Military Training**
- Automated Operator Instruction in Team Tactics. ED 061 705
- Automated Training Evaluation (ATE). Final Report. ED 061 710
- The Relative Costs of Formal and On-the-Job Training for Navy Enlisted Occupations. ED 061 510
- Russian Basic Course: Military Situations, Exercises 1-35. ED 061 795
- Minority Group Children**
- America's Other Youth: Growing up Poor. ED 062 478
- Minority Groups**
- After Childhood, Then What? An Overview of Ethnic Language Retention (ELRET) Programs in the United States. ED 061 808
- Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children. ED 061 684

- Ethnic Minority Perspectives on the Evaluation of Early Childhood Education Programs. ED 062 010
- Evaluating the Potential of Films for Improving Self-Image in Minority Group Children. Final Report. ED 061 726
- The Origins and Development of the Pluralistic Assessment Project. ED 062 461
- The Participation of Minority-Group Parents in School Activities: A Study and a Case Study With Guidelines. ED 062 493
- A Pre-White House Conference on Aging: Summary of Developments and Data. A Report of the Special Committee on Aging, United States Senate, Together with Minority and Supplemental Views. ED 061 500
- Social Aspects of Language Learning. ED 061 829
- Sociocultural Factors in the Educational Evaluation of Black and Chicano Children. ED 062 462
- Mobile Educational Services**
- Evaluation of the Third Year of Operation of the Contra Costa College Mobile Counseling Center. ED 061 927
- Models**
- Adult Basic Education Staff Training, Literature Search. ED 061 481
- Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972). ED 062 539
- Computer Managed Personalized Learning Process (CMPLP). ED 061 716
- Development of a Model Research Dissemination System for State Educational Agencies. Final Report. ED 061 653
- Implications of Information Processing to Reading Research. ED 062 089
- Interim Progress Report on the Project, "From Research to Practice in ABE: Phase I." ED 061 484
- The Meaning and Measurement of Creativity in Education. ED 062 375
- [Municipalities as a Model for New Careers and Redirection of Vocational-Technical Education Programs.] Final Report. ED 062 557
- The Relevance of the CIPP Evaluation Model for Educational Accountability. ED 062 385
- A Theoretical Model to Improve the Extension Education Outreach of the Ohio State University: Utilizing Marketing, Behavioral, Business, Management, and Systems Concepts. Research Series in Agricultural Education. ED 062 516
- Toward a Characterization of Curriculum Evaluation. ED 062 370
- Modern Languages**
- The Design and Execution of a Language Testing Programme at University Level in the United Kingdom. ED 061 819
- Individualization of Foreign Language Learning in America: IV. Spring, 1972. ED 061 828
- Individualization of Instruction in Foreign Languages: A Practical Guide. Language and the Teacher: A Series in Applied Linguistics, Volume 13. ED 061 843
- Innovation in the Professional Preparation of Foreign Language Teachers. ED 061 847
- Japanese Basic Course: Exercise Book. ED 061 797
- Language Laboratories. ED 061 779
- Other Words, Other Worlds: Language-in-Culture. Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages. ED 061 846
- Report to the ESSO Foundation on Two Years' Experimentation in Intensive Language Training at Dartmouth College, Hanover, New Hampshire, 1968-1970. ED 061 841
- A Study Guide to Accompany Wilga Rivers' "Teaching Foreign-Language Skills." ED 061 826
- Visual Aids and Language Learning: An Experimental Study. ED 061 861
- Moral Values**
- Implications of a Moral Science. ED 061 738
- Morphology (Languages)**
- A Guide to the Chien-yang Dialect. ED 061 853
- A Guide to the Foochow Dialect. ED 061 852
- A Guide to the Shanghai Dialect. ED 061 851
- A Guide to the Tai-shan Dialect. ED 061 855
- A Guide to the Teng-xian Dialect. ED 061 856
- A Guide to the Wen-ch'ang and Ting-an Dialects. ED 061 854
- Mother Attitudes**
- A Replication and an Example of Serendipity in Educational Research. ED 062 396
- Motivation**
- Construction of an Experimental Measure of Motivation. ED 062 374
- Searchlight: Relevant Resources in High Interest Areas. Counseling for Achievement Motivation. 5R Retrospective Search. ED 061 567
- Strengthening Volunteer Industry Service to Public Education. A Basic Manual for School Administrators and Business Executives. A Staff Paper. ED 062 528
- Motor Development**
- The Frostig Program for Perceptual-Motor Development Developed by the Marianne Frostig Center of Educational Therapy. Product Development Report No. 7. ED 061 523
- Movement Skills Test Battery**
- The Development of an Experimental Sensory-Motor and Movement Skills Test Battery. ED 062 365
- Multimedia Instruction**
- Materials and Activities for Teachers and Children—The MATCH Program Developed by the Children's Museum, Boston, Massachusetts. ED 061 774
- Missouri Journal of Research in Music Education, Volume II, Number 5. ED 062 361
- Multiply Handicapped**
- Staff Training in a University Setting (Emphasis on Parent Training). Volume II, Number 5. ED 061 660
- Municipalities**
- [Municipalities as a Model for New Careers and Redirection of Vocational-Technical Education Programs.] Final Report. ED 062 557
- Music Education**
- Missouri Journal of Research in Music Education, Volume II, Number 5. ED 062 361
- Music: Chorus, Junior. ED 062 362
- Music: Music Theory I. ED 062 364
- Music: Supplemental Material: Chorus, Junior. ED 062 363
- Mythology**
- Materials Prepared All or in Part as Result of Office of Education Small Research Grant OEG-9-9-120076-0050(057) [To Navajo Community College]. ED 062 053
- Navajo Studies at Navajo Community College. ED 062 028
- Nassau Educational Resources Center**
- Nassau Educational Resource Center Catalog of Professional Materials. Associate Special Education Instructional Materials Center (ASEIMC) Collection. ED 061 713
- National Assessment of Educational Progress**
- Writing: National Results—Writing Mechanics. ED 062 325
- National Council of Senior Citizens**
- The Nation's Stake in the Employment of Middle-Aged and Older Persons. ED 061 501
- Nationalism**
- The Malay Language in Malaysia: An Applied Sociolinguistic Study. ED 061 818
- Social Studies: Emergence of America as a World Power. ED 062 255
- National Organizations**
- RIF's Guide to Developing a Program. ED 062 094
- National Programs**
- Education Amendments of 1972. Conference Report [to accompany S.659]. ED 061 465
- New Comprehensive National Development Plan. ED 062 232
- National Surveys**
- Blindness and Services to the Blind in the United States. ED 061 692
- Enhancement of Recreation Service to Disabled Children. Part I. Final Report. ED 061 670
- National, Regional, and State Survey of School Psychologists. ED 061 553
- Native Speakers**
- After Childhood, Then What? An Overview of Ethnic Language Retention (ELRET) Programs in the United States. ED 061 808
- Navaho**
- Navajo Adult Basic Education. ED 061 492
- Nebraska**
- Adult Basic Education, Evaluation Report, 1971. ED 061 496
- A Study of Adult Education Programs within the State of Nebraska of 329 Public School Districts Maintaining Secondary Schools. ED 061 517
- Need Gratification**
- Need Satisfaction of Educational Administrators. ED 061 584
- Negotiation Agreements**
- Collective Negotiations: "Why Didn't Someone Tell Me?" ED 061 612
- Negro Colleges**
- The Philosophical Justifications for Black Colleges in a Multiracial Society. ED 061 871
- Negro Culture**
- Black Studies in Independent Schools. ED 062 241
- United States History: The Black Perspective. A Guide for Eighth Grade Social Studies. ED 062 216
- Negro Dialects**
- The Development of Awareness of the Black Standard/Black Nonstandard Dialect Contrast Among Primary School Children: A Pilot Study. Research and Development Memorandum Number 83. ED 062 464
- Dialect Proficiency and Auditory Comprehension in Standard and Non-Standard English. ED 062 495

202 Subject Index

Negro Education

- Black Student Enrollment at the University of Maryland, College Park. 1968-1971. ED 061 893
The Philosophical Justifications for Black Colleges in a Multiracial Society. ED 061 871

Negro Employment

- Employment in Perspective: The Negro Employment Situation. ED 062 508

Negroes

- Career Education: Papers presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 5, 1972). ED 062 540

Negro History

- Black Studies in Independent Schools. ED 062 241
A Guide to the Negro Newspapers on Microfilm: A Selected List. ED 062 240
United States History: The Black Perspective. A Guide for Eighth Grade Social Studies. ED 062 216

Negro Leadership

- Causes and Effects of School Board Recruitment Patterns. Final Report. Revised. ED 061 633
"Unique Problems Confronting Black School Administrators." ED 061 613

Negro Literature

- Black Studies in Independent Schools. ED 062 241

Negro Newspapers

- A Guide to the Negro Newspapers on Microfilm: A Selected List. ED 062 240

Negro Students

- Black Student Enrollment at the University of Maryland, College Park. 1968-1971. ED 061 893
The Effect of Pattern Practice and Standard/Non-Standard Dialect Contrast on Language Achievement Among Black Children. Research and Development Memorandum, Number 87. ED 062 504
Freshman Class Vacancies in Fall 1971 and Recent Trends in Enrollments of Minority Freshmen. Report of Higher Education Panel Survey # 3. ED 061 894
The Inner-City Black Male High School Student: His Self Concept, Academic Achievement, and Occupational Aspirations. ED 062 484
Serving Black Students--for What? ED 062 453

Negro Youth

- A Comparison of First Grade Negro Dialect Speakers' Comprehension of Standard English and Negro Dialect. ED 062 350
An Experimental Study of Racial Attitude Change in Black Preschool Children. ED 062 497
Self Concepts and Racial Attitudes of Northern and Southern Black Preschool Children. ED 062 496

Neighborhood Centers

- The Critical Conceptual and Operational Elements of the Neighborhood Educational Center. NEC Project. ED 062 480

Neighborhood Schools

- Compensating, Remediating, Innovating and Integrating: Illusions of Educating the Poor. ED 062 482

New Jersey

- The Public's Attitude Toward Public Library Services in Essex County, New Jersey; A Research Study Conducted for the Essex County Library Directors Group Public Relations Committee. ED 061 974

Newsletters

- Individualization of Foreign Language Learning in America: IV. Spring, 1972. ED 061 828

News Media

- Campus Press Performance in Coverage of Disorders. ED 062 343
Guide to Professional Radio & TV Newscasting. ED 061 752

New Social Studies

- Political Science in "New Social Studies" Curricula: State of the Art -- 1970. ED 062 218

Newspapers

- Coping With the Mass Media. ED 061 754
A Guide to the Negro Newspapers on Microfilm: A Selected List. ED 062 240

New York State

- Library Futures: Summary & Evaluation 1968 - 1971. ED 061 983

Nominals

- Antonym Adjective Contexts and the Facilitation of Noun Pair Learning in Children. ED 062 088

Nonbook Materials

- Cataloging Non-Print at NMAC: A Guide for the Medical Librarian. ED 061 985
Organizing Audio-Visual Instructional Materials in the Madison Public Schools. ED 062 260
Primer for Media Resources Librarians. ED 061 984

Noncollege Preparatory Students

- Project Report for 1971-72 Title III Grant to Develop a "Model" High School Counseling Program. ED 061 546

Nondiscriminatory Education

- Education Amendments of 1972. Conference Report [to accompany S.659]. ED 061 465

Nonprofessional Personnel

- Classified School Employees: Factors Influencing Their Attitudes Toward Work. Research Development Service Bulletin. ED 061 619
Parts Storekeeper (whole. tr.) 1-75.24--Technical Report on Standardization of the General Aptitude Test Battery. ED 062 431

Nonstandard Dialects

- Bilingualism and Bidialectalism. ED 061 824
Colonialism in the Classroom: Teaching "Good" Grammar to Black Children. ED 061 820
A Comparison of First Grade Negro Dialect Speakers' Comprehension of Standard English and Negro Dialect. ED 062 350
Social Aspects of Language Learning. ED 061 829

Nonverbal Communication

- "An Experimental Field Study of the Impact of Nonverbal Communication of Affect on Children from Two Socio-Economic Backgrounds." ED 061 550
The Effects of Territorial Depiction and Disruption on Group Cohesion in a Classroom Setting. ED 061 763

Non Western Civilization

- Social Studies. China: Awakening Giant. ED 062 253
Social Studies: Life in the Soviet Union. ED 062 252

Norms

- The Origins and Development of the Pluralistic Assessment Project. ED 062 461
Social Influence and Verbal Reinforcement. ED 062 286

Nun Teachers

- Attitudinal Development toward Retirement in a Religious Community. ED 061 507

Nursing

- Policies and Procedures of Accreditation for Programs in Nursing Education: Associate Degree Programs; Baccalaureate and Higher Degree Programs, Diploma Programs, and Practical Nursing Programs. ED 062 547

Nutrition

- Authorized Course of Instruction for the Quin- mester Program. Science: Design for Living. ED 062 211
Proceedings of the Conference on Nutrition and Mental Retardation (Ann Arbor, Michigan, February 10-11, 1971). ED 061 686

Nutrition Instruction

- A New Vision--4-H Work with Disadvantaged Youth. ED 061 505

Objectives

- Authorized Course of Instruction for the Quin- mester Program. Science: Introduction to Marine Science; Recreation and the Sea; Oceanography; Marine Ecology of South Florida, and Invertebrate Marine Biology. ED 062 175
Authorized Course of Instruction for the Quin- mester Program. Science: Pollution; Environmental Crises; Basic Fundamentals of Ecology; and Does It Have to be a Dirty World. ED 062 176
Authorized Course of Instruction for the Quin- mester Program. Science: Introduction to Anatomy and Physiology; Human Reproduction; Man and Disease; Man's Senses; and Introduction to the Human Body. ED 062 177
Authorized Course of Instruction for the Quin- mester Program. Science: Scientific Approach to Solving Problems; Who's Who; and What in the World's Going On. ED 062 178
Authorized Course of Instruction for the Quin- mester Program. Science: Genetics; Continuity of Life; and Perpetuating the Species. ED 062 179
Authorized Course of Instruction for the Quin- mester Program. Science: Man and Nature. ED 062 180
Authorized Course of Instruction for the Quin- mester Program. Mathematics: Pre-Algebra I. ED 062 181
Authorized Course of Instruction for the Quin- mester Program. Science: Design for Living. ED 062 211
Educational Policy Formulation: Planning with the Focus Delphi and the Cross-Purpose Matrix. A Research Report. ED 061 634
Effects on Achievement of Possession of Behavioral Objectives and Training Concerning Their Use. ED 061 531
TESOL: Our Common Cause. ED 061 844

Objective Tests

- Confidence Weighting. ED 062 401

Observation

- Analysis of Social Skills Development in the Appalachia Preschool Education Program. ED 062 021
Bicultural Socialization: A Group Process Approach to Bilingual Instruction; Behavior Observation Schedules. ED 062 383

Occupational Analysis Inventory

- Human Attribute Requirements of Work Elements: Further Development of the Occupation Analysis Inventory. ED 062 552

Occupational Aspiration

- Locus of Control and Levels of Aspirations in Black and White Children. ED 061 528
Occupational Aspirations of Black and White Parents for Their Recently Graduated Children. ED 062 486

Occupational Choice

Datfiles for Computerized Vocational Guidance: Requirements, Preparation, Use. Information System for Vocational Decisions. Project Report No. 15.

ED 061 560

A Futures Perspective on Employer-Based Career Education, 1971-2000.

ED 061 733

Occupations Questionnaire.

ED 062 379

A Tentative Career Development Curriculum and Its Implications for the Patterning of Supervisory Responsibilities in the Information System for Vocational Decisions. Information System for Vocational Decisions. Project Report Number 10.

ED 061 562

Occupational Clusters

The Development of the Occupation Analysis Inventory: An "Ergometric" Approach to an Educational Problem.

ED 062 542

Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory.

ED 062 541

Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory.

ED 062 543

Occupational Guidance

Annual Report (1 June 1966-31 May 1967). Information System for Vocational Decisions.

ED 062 537

Information System for Vocational Decisions--On the Concept of Purpose.

ED 062 534

Information System for Vocational Decisions--Project Report 16.

ED 062 535

Information System for Vocational Decisions. Miscellaneous Project Reports.

ED 062 536

The Role of Decision-Making in Information Generation, an Emerging New Potential for Guidance. Information System for Vocational Decisions. Project Report No. 12.

ED 061 561

Occupational Information

Annual Report (1 June 1966-31 May 1967). Information System for Vocational Decisions.

ED 062 537

A Comparison of Two Methods of Presenting Occupational Information.

ED 062 574

Datfiles for Computerized Vocational Guidance: Requirements, Preparation, Use. Information System for Vocational Decisions. Project Report No. 15.

ED 061 560

Information System for Vocational Decisions--On the Concept of Purpose.

ED 062 534

Information System for Vocational Decisions--Project Report 16.

ED 062 535

Information System for Vocational Decisions. Miscellaneous Project Reports.

ED 062 536

The Role of Decision-Making in Information Generation, an Emerging New Potential for Guidance. Information System for Vocational Decisions. Project Report No. 12.

ED 061 561

Occupational Surveys

An Evaluation of Area Skill Surveys as a Basis for Manpower Policies.

ED 062 507

National, Regional, and State Survey of School Psychologists.

ED 061 553

Preparation of Educational Personnel 1968-69, 1969-70 and 1970-71 with Trends from 1966-67.

ED 062 298

Occupation Analysis Inventory

The Development of the Occupation Analysis Inventory: An "Ergometric" Approach to an Educational Problem.

ED 062 542

Occupations

The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children.

ED 062 393

World of Work Career Motivation. Curriculum Guide for Grades K-6. Ohio's Career Continuum Program.

ED 062 565

Oceanology

Authorized Course of Instruction for the Quin-semester Program. Science: Introduction to Marine Science; Recreation and the Sea; Oceanography; Marine Ecology of South Florida, and Invertebrate Marine Biology.

ED 062 175

Marine Technology Programs: Where We Are and Where We're Going.

ED 062 111

Office of Education

Adult Basic Education Program Statistics: Students and Staff Data July 1, 1969-June 30, 1970 and Summary of Years 1966-70.

ED 061 506

Officer Personnel

The Relative Costs of Formal and On-the-Job Training for Navy Enlisted Occupations.

ED 061 510

Offices (Facilities)

Office and Research Facilities. Higher Education Facilities Planning and Management Manual Three. Revised.

ED 061 624

Ohio

The Princeton Plan: Beyond the Statistics; Princeton's Investment in Children Provides New Opportunities for All.

ED 062 500

Oklahoma

The Junior College Faculty in Oklahoma.

ED 061 939

Older Adults

Attitudinal Development toward Retirement in a Religious Community.

ED 061 507

The Nation's Stake in the Employment of Middle-Aged and Older Persons.

ED 061 501

A Pre-White House Conference on Aging: Summary of Developments and Data. A Report of the Special Committee on Aging, United States Senate, Together with Minority and Supplemental Views.

ED 061 500

Searchlight: Relevant Resources in High Interest Areas. Counseling the Aging. 11R Retrospective Search.

ED 061 572

On Line Systems

INTX: Interactive Assembler Language Interpreter Users' Manual; Preliminary Programming Manual and Version II Extensions. Final Report.

ED 061 977

The Organization and Search of Bibliographic Records: Component Studies. Final Report.

ED 061 975

Ontario

Characteristics of Graduates and Dropouts from Government-Sponsored On-the-Job Training Programmes.

ED 062 566

On the Job Training

Characteristics of Graduates and Dropouts from Government-Sponsored On-the-Job Training Programmes.

ED 062 566

The Relative Costs of Formal and On-the-Job Training for Navy Enlisted Occupations.

ED 061 510

Review and Synthesis of Literature on Job Training in Industry.

ED 062 514

Open Education

Non-Traditional Studies: What Can America Learn from Great Britain?

ED 061 873

Open Plan - Open Education.

ED 061 601

Pacifica Programs 1972 Catalog.

ED 061 718

Two Contrasting Educational Models: Applications and Policy Implications.

ED 061 750

Open Enrollment

Exceptional Graduate Admissions at the Pennsylvania State University.

ED 061 889

Non-Traditional Studies: What Can America Learn from Great Britain?

ED 061 873

Open Plan Schools

The Impact of The Open-Space School Upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation.

ED 062 291

Open Plan - Open Education.

ED 061 601

SEF - Academic Evaluation. An Interim Report.

ED 061 598

Operant Conditioning

Behavior Modification in the Classroom: An Abstract Bibliography.

ED 062 005

Operation Alphabet

Teaching Adults the Literacy Skills.

ED 061 509

Operations Research

Demand Models for Books in Library Circulation Systems. Final Report.

ED 061 980

Social Science Paradigms and the Study of Complex Organizations.

ED 062 245

Opinions

De-Indianizing the American Indian: An Essay on the Education of the American Indian.

ED 062 027

Oral Communication

Spatial and Modality Effects in Simple Mathematical Computation.

ED 062 194

Organization

The American Medical Association and the American Library Association; A Study of Developing Organizational Structure.

ED 061 981

The Analysis of Organization Change: A Human Relations Strategy versus a Political Systems Strategy.

ED 062 287

Higher Education Facilities Planning and Management: An Overview. Higher Education Facilities Planning and Management Manual One. Revised.

ED 061 622

"Leading Parts" and Organizational Change.

ED 061 605

Organizational Development from the Inside: A Progress Report on the First Cadre of Organizational Specialists.

ED 061 596

Report of the Director-General on the Activities of the Organization in 1971.

ED 061 467

Social Science Paradigms and the Study of Complex Organizations.

ED 062 245

Where OD for Schools Needs To Go.

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Factor Analysis of the Appalachia Preschool Education Program Test Data.
ED 062 020
A Five-Year Logitudinal Comparison of a Traditional versus Structured Preschool Program on Cognitive, Social, and Affective Variables.
ED 062 007
Preschool Education and Day Care for Swedish Children.
ED 062 015
Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report.
ED 062 025
Summative Evaluation of the Appalachia Preschool Education Program.
ED 062 024
- Preschool Programs**
Demographic and Socioeconomic Data of the Beckley, W. Va. Area and 1968-1971 Development Costs of AEL's Preschool Education Field Study. Technical Report No. 11.
ED 062 049
Patterns for Designing Children's Centers. A Report.
ED 061 577
- Preservice Education**
The Effectiveness of Performance-Based Training Modules on Planning and Presenting.
ED 062 299
Teacher Education in Ohio.
ED 062 282
- Presidents**
Variation and Change in Community College Organization, A Preliminary Report.
ED 061 931
- Prevocational Education**
A Secondary Pre-Vocational Curriculum Guide for Teachers of the Educable Mentally Retarded.
ED 062 545
- Primary Grades**
Staff Training in a Clinical Setting. Volume II, Number 4.
ED 061 659
- Principals**
Evaluation for Teaching.
ED 062 372
Evaluation of the University of South Alabama College of Education Teacher Training Program by Analyses of Its Alumni, 1969.
ED 062 371
Interpersonal Compatibilities of Innovative and Non-Innovative School Principals and Curriculum Coordinators.
ED 061 606
- Printing**
The Language of Journalism: A Glossary of Print-communications Terms.
ED 062 323
- Prisoners**
College Admission Opportunities and the Public Offender.
ED 061 906
- Private Colleges**
Public-Private Competition in Higher Education. Emerging Education Policy Issues in Law.
ED 061 905
Unequal Student Aid: Emerging Education Policy Issues in Law.
ED 061 904
- Problems**
Editorial Research Reports on Health Topics.

- Problem Solving**
Aesthetics and Problems of Education. ED 062 190
Authorized Course of Instruction for the Quin-
mester Program. Science: Scientific Approach
to Solving Problems; Who's Who; and What in
the World's Going On. ED 062 359
Continuing Education as a National Capital In-
vestment. ED 062 178
A Developmental Investigation of Oddity Con-
cept Formation in Children. ED 061 503
The Effectiveness of Textbook, Student
Generated, and Pictorial Versions of Presenting
Mathematical Problems. ED 061 559
Overt and Covert Verbalization in Problem
Solving. ED 062 139
Piagetian Operations and Field Independence
as Factors in Children's Problem Solving Per-
formance. ED 062 001
Social Studies: Ecology and Survival. ED 061 533
A Tentative Organizational Schema for Deci-
sion-Making Problems. ED 062 234
Training and Transfer of Problem-Solving. ED 061 588
ED 061 547
- Production Technicians**
Power Lawn Mower Assembler (agric. equip.)
6-94.352--Technical Report on Standardization
of the General Aptitude Test Battery. ED 062 405
- Productive Thinking**
Piagetian Operations and Field Independence
as Factors in Children's Problem Solving Per-
formance. ED 061 533
Training and Transfer of Problem-Solving. ED 061 547
- Professional Associations**
The American Medical Association and the
American Library Association; A Study of
Developing Organizational Structure. ED 061 981
Rx for a Healthful State ATE Unit. Occasional
Paper No. 2. ED 062 273
- Professional Continuing Education**
1969 Institute on Instructional Television and
Adult Basic Education. Final Narrative Report.
ED 061 485
Career Obsolescence and Social Security:
Emerging Education Policy Issues in Law. ED 061 903
The Continuing Education Needs of Clergymen
in Michigan. ED 061 519
Higher Education Administrators' Institute for
Teacher Training in Adult Basic Education
Workshop. ED 061 495
Higher Education Administrators' Institute for
Teacher Training in Adult Basic Education.
First Year Report, 1970-1971. ED 061 497
Southeastern Institute for Teacher Training in
Adult Basic Education. ED 061 480
Teacher Training Conference: Adult Basic
Education for Urban Clients. Final Report. ED 061 489
- Professional Education**
Continuing Education in Social Welfare:
School Social Work and the Effective Use of
Manpower. ED 061 891
The Governance of Teacher Education. ED 062 270
Innovation and the Professionalization Process:
An Analysis of Dental Education. ED 061 878
Liberal Education and Journalism. ED 062 337
Secondary School Science Teachers, 1969.
Background and Professional Characteristics. ED 062 281
- Professional Personnel**
Analyses of WIN Team Functioning and Job
Requirements. Phase I: Duties and Tasks Per-
formed by Teams and Team Members. ED 062 562
Institute in Administration for Local Directors
of Adult Basic Education. Final Report. ED 061 478
National, Regional, and State Survey of School
Psychologists. ED 061 553
- Professional Recognition**
Teachers' Militancy, the Potential for It, and
Perceptions of School Organizational Structure. ED 062 272
- Professors**
(The Tenure Plan at Webster College). ED 061 881
Career Preferences of Graduate Students. ED 061 877
Study on Teachers. Quantitative Trends in
Teaching Staff in Higher Education. ED 061 868
- Prognostic Tests**
Imagery Assessment by Means of Self-Report
and Behavioral Measures. ED 061 557
- Program Administration**
Advisory Committees for Cooperative Educa-
tion Programs. ED 062 524
- Program Attitudes**
Factors Associated with the Selection of Ad-
vanced Academic Mathematics Courses by
Girls in High School. ED 062 173
- Program Budgeting**
A Model for Cost Analysis of Vocational and
Non-Vocational Credit Programs at Santa Bar-
bara City College, 1971-72. ED 061 938
PPBS and Its Implications for You. ED 061 615
Program Budgeting for School District
Planning. ED 061 654
- Program Content**
An Undergraduate Computer Engineering Op-
tion for Electrical Engineering. ED 062 134
- Program Coordination**
Searchlight: Relevant Resources in High In-
terest Areas. Articulation. 3R Retrospective
Search. ED 061 565
There's a New School Coming. Third Annual
Report: The Florida Educational Research and
Development Program. ED 061 591
- Program Costs**
Demographic and Socioeconomic Data of the
Beckley, W. Va. Area and 1968-1971 Develop-
ment Costs of AEL's Preschool Education
Field Study. Technical Report No. 11. ED 062 049
A Model for Cost Analysis of Vocational and
Non-Vocational Credit Programs at Santa Bar-
bara City College, 1971-72. ED 061 938
- Program Descriptions**
ASEP--A National Curriculum Development
Project in Australia. ED 062 107
Industrial Arts for Mentally Retarded Students
in Junior and Senior High Schools of Missouri. ED 062 511
The Learning Disabilities Program in Bucks
County Schools. ED 061 668
Materials and Activities for Teachers and Chil-
dren--The MATCH Program Developed by the
Children's Museum, Boston, Massachusetts. ED 061 774
Reachout: Associations of College Unions--In-
ternational Proceedings of the Forty Eighth
Annual Conference. ED 061 526
A Training and Development Program for Ad-
ministrative Change in School Systems. ED 061 639
- Program Design**
Design of a Planning and Assessment System
for the Division of Manpower and Institutions. ED 062 386
- Program Development**
Administrative Factors and Actions in Initiating
Two-Year Post High School Environmental
Control Technology Programs. A Suggested
Guide. ED 062 531
Career Development Education K Through
Post-Secondary and Adult Education. ED 062 580
Career Education: A Handbook for Implemen-
tation. ED 062 521
Career Education: Papers Presented at the
1972 Annual Meeting of the American Educa-
tional Research Association (Chicago, Illinois,
April 4, 1972). ED 062 539
Career Education: Three Speeches by the
Commissioner. ED 062 527
Career Education. What It Is and How To Do
It. ED 062 573
Compensatory Educational Programs--Is There
a Place in Higher Education? ED 062 451
Development of a Model Research Dissemina-
tion System for State Educational Agencies.
Final Report. ED 061 653
Evaluating Carrascalendas: A Television Series
for Mexican-American children. ED 062 367
The Frostig Program for Perceptual-Motor
Development Developed by the Marianne
Frostig Center of Educational Therapy.
Product Development Report No. 7. ED 061 523
Guidelines for Physician's Assistant Programs
in Illinois. ED 062 522
Individually Prescribed Instruction--Mathe-
matics (IPI--Math). Product Development Re-
port No. 17. ED 062 183
Mandamus for Change in Student Services. ED 062 455
Materials and Activities for Teachers and Chil-
dren--The MATCH Program Developed by the
Children's Museum, Boston, Massachusetts. ED 061 774
[Municipalities as a Model for New Careers
and Redirection of Vocational-Technical Edu-
cation Programs.] Final Report. ED 062 557
Social Deprivation and Change in Education:
American Action and Reaction. ED 062 456
Staff and Program Development in Florida's
Community Junior Colleges, 1969-70, 1970-71. ED 061 936
Strengthening Volunteer Industry Service to
Public Education. A Basic Manual for School
Administrators and Business Executives. A
Staff Paper. ED 062 528
A Taxonomy of Marine Technicians and
Technologists and the Implications for Training
Them. ED 062 509
Training of Medical Assistants and Similar Per-
sonnel. ED 062 556
- Programed Instruction**
Algunos aspectos psicolinguisticos de la Instruc-
cion Programada en el laboratorio de idiomas
(Some Psycholinguistic Aspects of Programed
Instruction in the Language Laboratory). ED 061 800
Aprendizaje en grupo en el laboratorio de
idiomas (Group Learning in the Language
Laboratory). ED 061 802
The Development and Evaluation of Audio-Tu-
torial Programmed Instruction in Learning
Concepts of Ecology and Conservation. Final
Report. ED 062 189
Rehabilitation Counselor Change Associated
with Experimental Continuing Education Pro-
grams. Studies in Continuing Education for
Rehabilitation Counselors, Report Number 3.

- Programed Materials**
Distar Instructional System. ED 061 530
- Programed Texts**
Instructional Objectives: Specificity and Behavior. ED 061 632
Spanish Basic Course: Student Workbook. ED 061 704
ED 061 782
- Program Effectiveness**
Cost Considerations in Educational Analysis. ED 061 643
Evaluating the Effectiveness of Programs Designed to Improve the Education of Mexican-American Pupils. ED 062 047
Evaluation of Selected Aspects of Project 750. Final Report. ED 061 695
Florida Title VI Education for the Handicapped Project Evaluation Reports. ED 061 675
- Program Evaluation**
ABE Staff Development in Middle Tennessee. ED 061 488
Adult Basic Education, Evaluation Report, 1971. ED 061 496
Adult Referral and Information Service in Education (ARISE). Final Report. ED 061 479
Assessment of Existing Elementary Science Programs. ED 062 163
Attainment of Cognitive Objectives. ED 062 017
Attitude Toward School Learning: The Development of a Seventh Grade Level Instrument for Measurement of Goal IV of the Pennsylvania Educational Quality Assessment Program. ED 062 391
Away Robin Run!: A Critical Description of the Teaching of the Language Arts in the Primary Schools of Trinidad and Tobago. ED 061 806
The Critical Conceptual and Operational Elements of the Neighborhood Educational Center. NEC Project. ED 062 480
Day Care as a Child-Rearing Environment. ED 062 014
Detailed Analysis of the Language Development of Children in AEL's Preschool Education Program. ED 062 018
Ethnic Minority Perspectives on the Evaluation of Early Childhood Education Programs. ED 062 010
Evaluating Carrascollendas: A Television Series for Mexican-American children. ED 062 367
Evaluating the Effectiveness of Programs Designed to Improve the Education of Mexican-American Pupils. ED 062 047
Evaluation of E. S. E. A. Title I Compensatory Education Program of the Berkeley Unified School District, 1970-1971. ED 062 487
An Evaluation of the Pittsburgh Reading is FUNDamental Program. ED 062 093
Evaluation of the University of South Alabama College of Education Teacher Training Program by Analyses of Its Alumni, 1969. ED 062 371
Evaluation of the Use of Various Types of Incentives in Educational Programs. ED 062 387
Florida Title VI Education for the Handicapped Project Evaluation Reports. ED 061 675
Fourth Meeting of the Panel for Evaluation of Experimental Literacy Projects. Final Report. ED 061 512
Head Start Preschool Child Development Program Evaluation Report for 1970-71. ED 061 999
Organizational Development from the Inside: A Progress Report on the First Cadre of Organizational Specialists. ED 061 596
- Pontiac Title VII Bilingual Education Program, 1970-71: Final Evaluation Report. ED 061 840
- Program Planning and Analysis: The Basis for Institutional and Systemwide Facilities Planning. Higher Education Facilities Planning and Management Manual Six. Revised.** ED 061 627
- Searchlight: Relevant Resources in High Interest Areas. Program Evaluation and Accountability. 7R Retrospective Search.** ED 061 569
- SUIC: Improving Opportunities through In-Plant Training.** ED 062 510
- Summative Evaluation of the Appalachia Preschool Education Program.** ED 062 024
- Vocational Education Planning: Manpower, Priorities, and Dollars. Final Report.** ED 062 515
- Program Guides**
Career Education. What It Is and How To Do It. ED 062 573
Language Arts: Acceleration. ED 062 099
Language Arts: Reading for Meaning. ED 062 100
Legislative Guide for Drafting State-Local Programs on Juvenile Delinquency. ED 061 535
RIF's Guide to Developing a Program. ED 062 094
Summer Youth Employment Guide. ED 062 561
- Program Implementation**
Career Education: A Handbook for Implementation. ED 062 521
Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972). ED 062 539
Career Education. What It Is and How To Do It. ED 062 573
- Program Improvement**
Project Report for 1971-72 Title III Grant to Develop a "Model" High School Counseling Program. ED 061 546
- Programing (Broadcast)**
FM Radio; An Oral Communication Project for Migrants in Palm Beach County. ED 061 739
- Programing Languages**
FMS: A Format Manipulation System for Automatic Production of Natural Language Documents, Second Edition. Final Report. ED 061 976
INTX: Interactive Assembler Language Interpreter Users' Manual; Preliminary Programming Manual and Version II Extensions. Final Report. ED 061 977
Subject Retrieval in the Seventies; New Directions. Proceedings of an International Symposium Held at the Center of Adult Education, University of Maryland, College Park, May 14 to 15, 1971. ED 061 962
- Program Planning**
Career Development Education K Through Post-Secondary and Adult Education. ED 062 580
Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972). ED 062 539
Career Education. What It Is and How To Do It. ED 062 573
Conceptual Framework for Homemaking Education in Texas. ED 062 564
An Evaluation of Area Skill Surveys as a Basis for Manpower Policies. ED 062 507
Gateway to Citizenship. ED 061 516
- The Junior College Faculty in Oklahoma. ED 061 939
- Performance Incentive Remedial Education Experiment. Final Report.** ED 061 646
- Planning Techniques for Local Programs of Vocational Education.** ED 062 518
- Problem Areas in Occupational Education for the 1970's.** ED 062 544
- Program Planning and Analysis: The Basis for Institutional and Systemwide Facilities Planning. Higher Education Facilities Planning and Management Manual Six. Revised.** ED 061 627
- Public Service Occupations in Career Education. Selected Excerpts and Recommendations of the National Advisory and Review Committee Public Service Occupations Curriculum Project.** ED 062 526
- Teaching Adults the Literacy Skills.** ED 061 509
- Program Proposals**
Bilingual Program Application for Continuation Proposal: Compton Unified School District. ED 061 835
Design of a Planning and Assessment System for the Division of Manpower and Institutions. ED 062 386
Ed. D. in Educational Administration. Revised. ED 061 638
- Project Anacostia Community School**
Mental Health Consultation in an Urban "Community School System." ED 062 481
- Project English**
Project English Summaries, March 1970. ED 062 324
- Project Head Start**
Head Start Preschool Child Development Program Evaluation Report for 1970-71. ED 061 999
- Project Implode**
Project Implode. Igniting Creative Potential. ED 062 262
- Projective Tests**
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part III, Parental Values. ED 062 077
- Project R 3**
Project R-3: A Motivational Program Emphasizing Student Readiness, Subject Relevance, and Learning Reinforcement Through Individualized Instruction, Intensive Involvement, and Gaming/Simulation. ED 061 721
- Projects**
Aesthetics and Problems of Education. ED 062 359
Holt Social Studies Curriculum. Developed by Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University. Product Development Report 13. ED 062 246
Project to Train Teachers in Adult Basic Education Curriculum Development (July 21-August 8, 1969). Final Report. ED 061 472
- Project Social Studies**
Red River Valley. Selected Readings. Grade Five. ED 062 227
Teacher's Guide to the Fifth Grade Course on Regional Studies. ED 062 226
- Pronunciation**
Phonology: Its Role in the Second Dialect Classroom. ED 061 822
Some Errors in English by Spanish-speaking Puerto Rican Children. ED 061 850
- Prose**
Differential Response to Question Pacing in Learning from Prose. ED 062 096

210 Subject Index

- Variables Affecting Interference in Meaningful Verbal Learning. ED 062 092
- Providence**
Adult Referral and Information Service in Education (ARISE). Final Report. ED 061 479
- Psychiatric Services**
Residential Treatment Centers for Emotionally Disturbed Children, 1969-1970. ED 061 685
- Psychoeducational Clinics**
Rutland Center. Volume II, Number 10. ED 061 665
- Psycholinguistics**
The Cultural Context of Learning and Thinking: An Exploration in Experimental Anthropology. ED 062 465
The Five-Year-Old's Comprehension of Expanded and Transformed Conjoined Sentences. ED 061 781
- Psychological Characteristics**
Construction of an Experimental Measure of Motivation. ED 062 374
The Meaning and Measurement of Creativity in Education. ED 062 375
- Psychological Needs**
Need Satisfaction of Educational Administrators. ED 061 584
Policy Implications of a Hierarchy of Values. ED 061 747
- Psychological Patterns**
Black-White Differences in Psychosocial Maturity. ED 062 503
Proximity Analysis and the Structure of Organization in Free Recall. ED 062 373
- Psychological Tests**
Construction of an Experimental Measure of Motivation. ED 062 374
- Psychologists**
National, Regional, and State Survey of School Psychologists. ED 061 553
Proceedings of the Conference on Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions. ED 061 552
- Psychology**
A Tentative Organizational Schema for Decision-Making Problems. ED 061 588
- Psychometrics**
The Development of the Occupation Analysis Inventory: An "Ergometric" Approach to an Educational Problem. ED 062 542
Psychometrics Discovers the Computer: Discovering Test Items and People. ED 061 524
- Psychomotor Skills**
The Development of an Experimental Sensory-Motor and Movement Skills Test Battery. ED 062 365
Readiness Checklist. ED 061 839
- Public Affairs Education**
Increasing Understanding of Public Problems and Policies. A Group Study of Four Topics in the Field of Extension Education. ED 062 222
Teachers' Manual for Politics in Four Dimensions: A Community Study. Grade 9. ED 062 229
- Publications**
International Seminar on Publications in Continuing Education. ED 061 491
- Public Health**
Editorial Research Reports on Health Topics. ED 062 190
- Public Libraries**
The Education and Training of Indonesian Librarians: Problems and Prospects. ED 061 963
Public Library Service in Victoria; A Report to the State Government. ED 061 951
The Public's Attitude Toward Public Library Services in Essex County, New Jersey; A Research Study Conducted for the Essex County Library Directors Group Public Relations Committee. ED 061 974
- Public Opinion**
Ideas for Improving Public Confidence in Public Education. For Action at Local, State, National Levels. ED 061 592
Selected Aspects of Vocational Image as Perceived by a Public Categorized by Occupational Levels. ED 062 555
- Public Policy**
Educational Policy Formulation: Planning with the Focus Delphi and the Cross-Purpose Matrix. A Research Report. ED 061 634
Futures Conditional. ED 061 769
Increasing Understanding of Public Problems and Policies. A Group Study of Four Topics in the Field of Extension Education. ED 062 222
Manpower Theory and Policy and the Residual Occupational Elasticity of Substitution. ED 062 506
- Public Relations**
Ideas for Improving Public Confidence in Public Education. For Action at Local, State, National Levels. ED 061 592
- Public Schools**
The Excluded Student; Educational Practices Affecting Mexican Americans in the Southwest. Mexican American Education Study. ED 062 069
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Chinle]. ED 062 071
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Kams Canyon]. ED 062 072
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Window Rock]. ED 062 073
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Ganado]. ED 062 074
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Tuba City]. ED 062 075
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Kayenta]. ED 062 076
- Public School Systems**
A Study of Adult Education Programs within the State of Nebraska of 329 Public School Districts Maintaining Secondary Schools. ED 061 517
- Public Service Occupations**
Public Service Occupations in Career Education. Selected Excerpts and Recommendations of the National Advisory and Review Committee Public Service Occupations Curriculum Project. ED 062 526
- Public Support**
Public Policy for the Financing of Higher Education: Proceedings. ED 061 910
- Public Television**
North of the Namaskeag; A Case Study in Viewer-Active Television. ED 061 764
- Publishing Industry**
Primary Scientific Publication; A Report Prepared (With Special Reference to Physics) for the UNESCO Ad-Hoc Sub-Committee on Methods of Primary Scientific Publication and for the ICSU-UNESCO Joint Study on the Communication of Scientific Information and on the Feasibility of a Worldwide Science Information System. ED 061 953
Publishing in Canada; Proceedings of the Institute on Publishing in Canada, June 27-30, 1971. ED 061 965
- Puerto Ricans**
Puerto Rican Parents and Mainland Schools, Hartford, Connecticut. ED 062 473
Some Errors in English by Spanish-speaking Puerto Rican Children. ED 061 850
- Pupil Personnel Services**
The Availability of Pupil Personnel Specialists to Public Schools, Fall 1968. ED 062 530
- Pupil Personnel Workers**
The Availability of Pupil Personnel Specialists to Public Schools, Fall 1968. ED 062 530
- Puzzles**
Classroom Proven Motivational Mathematics Games, Monograph No. 1. ED 062 200
- q Statistic**
The Robustness of the Studentized Range Statistic to Violations of the Normality and Homogeneity of Variance Assumptions. ED 062 388
- Questioning Techniques**
Delphi, A Critical Review. A Research Report. ED 061 636
Differential Response to Question Pacing in Learning from Prose. ED 062 096
Experimental Manipulation of Reading Strategies. ED 062 087
- Questionnaires**
Adult Basic Education, Evaluation Report, 1971. ED 061 496
Evaluation of the University of South Alabama College of Education Teacher Training Program by Analyses of Its Alumni, 1969. ED 062 371
General Goals of Life Questionnaire. ED 062 377
An Investigation of Intransitive Choice Behavior. ED 062 376
Occupations Questionnaire. ED 062 379
Offenses Questionnaire. ED 062 380
Payments Questionnaire. ED 062 378
Preparing College Teachers of English. ED 062 321
Vietnam Questionnaire. ED 062 381
- Quinmester Program**
Advertising and Business Management: Journalism, English. ED 062 333
Authorized Course of Instruction for the Quinmester Program. Science: Pollution; Environmental Crises; Basic Fundamentals of Ecology; and Does It Have to be a Dirty Word. ED 062 176
Authorized Course of Instruction for the Quinmester Program. Science: Genetics; Continuity of Life; and Perpetuating the Species. ED 062 179
Authorized Course of Instruction for the Quinmester Program. Mathematics: Pre-Algebra 1. ED 062 181

- Authorized Course of Instruction for the Quin-
mester Program. Science: Design for Living.
ED 062 211
- Creative Journalism: English, Journalism.
ED 062 332
- Language Arts: Acceleration.
ED 062 099
- Language Arts: Reading for Meaning.
ED 062 100
- The Mod World of Leather I (Tentative Course
Outline), Art Education.
ED 062 360
- Music: Chorus, Junior.
ED 062 362
- Music: Music Theory I.
ED 062 364
- Music: Supplemental Material: Chorus, Junior.
ED 062 363
- Newspaper Editing: English, Journalism.
ED 062 334
- Newspaper Makeup: Journalism, English.
ED 062 331
- Reading the Newspaper: Language Arts.
ED 062 335
- Social Studies: American Indian.
ED 062 254
- Social Studies: Colonial America.
ED 062 251
- Social Studies: Consumer Education.
ED 062 236
- Social Studies: Ecology and Survival.
ED 062 234
- Social Studies: Our Federal Government.
ED 062 235
- Social Studies: Politics and Revolution.
ED 062 248
- Social Studies: School, Home, and Neighbor-
hood, Getting to Know More People and
Places. English as a Second Language.
ED 062 233
- Social Studies: Teenage Living: Home and
Family Education.
ED 062 247
- Social Studies: The Law and You.
ED 062 256
- Social Studies: The United States in Asia, Past
and Present.
ED 062 250
- Where the Books Are: English.
ED 061 988
- Quinmester Programs**
Social Studies. China: Awakening Giant.
ED 062 253
- Race Relations**
A Study of Cross-Cultural Groups at Malcolm
Price Laboratory School, University of
Northern Iowa.
ED 061 537
- Racial Attitudes**
A Cross-Cultural Comparison of Danish and U.
S. Racial Attitudes.
ED 062 466
- Differences in Racial Attitudes of White Males
and Females.
ED 062 460
- An Experimental Study of Racial Attitude
Change in Black Preschool Children.
ED 062 497
- Self Concepts and Racial Attitudes of Northern
and Southern Black Preschool Children.
ED 062 496
- Racial Balance**
A Linear Programming Model for Assigning
Students to Attendance Centers.
ED 062 395
- Racial Differences**
Black-White Differences in Psychosocial Matur-
ity.
ED 062 503
- The Development of Awareness of the Black
Standard/Black Nonstandard Dialect Contrast
Among Primary School Children: A Pilot Stu-
dy. Research and Development Memorandum
Number 83.
ED 062 464
- The Effect of Race on Assertive Behavior in
Small Groups.
ED 062 474
- Emotional Factors in the Learning and Non-
specific Transfer of White and Black Students.
ED 062 463
- Employment in Perspective: The Negro Em-
ployment Situation.
ED 062 508
- Some Variables Why so Few High School
Graduates Attend Post-High School Area Vo-
cational Schools.
ED 062 498
- Racial Discrimination**
A Cross-Cultural Comparison of Danish and U.
S. Racial Attitudes.
ED 062 466
- Racial Integration**
Consulting Techniques in Racially Integrated
Elementary Schools.
ED 062 485
- A Study of Cross-Cultural Groups at Malcolm
Price Laboratory School, University of
Northern Iowa.
ED 061 537
- Racism**
Dare to Care/Dare to Act: Racism and Educa-
tion.
ED 062 470
- United States History: The Black Perspective.
A Guide for Eighth Grade Social Studies.
ED 062 216
- Radicalism**
Social Radicalism as a Framework for Educa-
tion.
ED 062 258
- Radio**
1972 Broadcasting Yearbook.
ED 061 719
- Neighbourhoods of the Air.
ED 061 737
- Radio and Visual Education Network**
Neighbourhoods of the Air.
ED 061 737
- Radio Technology**
Radio Receiver Assembler (Electronics 6-
98.010—Technical Report on Standardization
of the General Aptitude Test Battery.
ED 062 419
- Rating Scales**
Evaluation for Teaching.
ED 062 372
- Readiness**
Readiness Checklist.
ED 061 839
- Special Education for Normal Kindergarten
Children with Subtle Developmental Learning
Delays.
ED 062 003
- Reading**
An Analysis of the Effectiveness of the
Teaching of Reading by Individual Prescrip-
tions.
ED 061 690
- English and Reading in a Changing World.
ED 062 336
- Reading Achievement**
The Effect of Informal and Formal British In-
fant Schools on Reading Achievement.
ED 062 011
- Technical Reports: Evaluation Reports, ESEA
Title I, 1970-1971.
ED 062 459
- Reading Comprehension**
An Analysis of the Effectiveness of the
Teaching of Reading by Individual Prescrip-
tions.
ED 061 690
- Comprehension of Telegraphic Prose.
ED 062 090
- Differential Response to Question Pacing in
Learning from Prose.
ED 062 096
- Experimental Manipulation of Reading Strate-
gies.
ED 062 087
- Language Arts: Reading for Meaning.
ED 062 100
- Reading Development**
The Relationship of Speech Articulation to
Reading and Related Language Skills: A
Review. Interim Report 12.
ED 062 097
- Reading Diagnosis**
Comments on Individualized Reading.
ED 062 101
- Northwest Multi-Service Educational Center.
ED 062 083
- Reading Failure**
Recent Trends in the Reading Levels of
Delinquent Boys.
ED 062 086
- Reading Games**
Literature Games.
ED 062 351
- Reading Habits**
An Evaluation of the Pittsburgh Reading is
FUNDamental Program.
ED 062 093
- Reading the Newspaper: Language Arts.
ED 062 335
- Reading Improvement**
English for the Seventies: A Guide for the
Teaching of English, Eighth Level.
ED 062 349
- Reading Instruction**
Comments on Individualized Reading.
ED 062 101
- Comparing Two Methods of Teaching Pre-
School Children to Read and Spell at an Elec-
tric Typewriter, Their Reaction to the Ex-
perience, and the Significance to Early Child-
hood Education. Final Report.
ED 061 724
- Handbook for Volunteer Reading Aides.
ED 061 498
- Implications of Information Processing to
Reading Research.
ED 062 089
- Language Arts: Acceleration.
ED 062 099
- Language Arts: Reading for Meaning.
ED 062 100
- Northwest Multi-Service Educational Center.
ED 062 083
- Project R-3; A Motivational Program
Emphasizing Student Readiness, Subject
Relevance, and Learning Reinforcement
Through Individualized Instruction, Intensive
Involvement, and Gaming/Simulation.
ED 061 721
- A Study of Reading Methods and Materials
Used in Adult Basic Education.
ED 061 520
- Teaching Syntactic Meaning for Reading.
ED 061 827
- Training Reading Teachers at the Graduate and
Undergraduate Level—There Should Be a Dif-
ference.
ED 062 098
- Reading Interests**
Book Bait: Detailed Notes on Adult Books
Popular with Young People. Second Edition.
ED 062 338
- High Interest-Easy Reading for Junior and
Senior High School Students. Second Edition.
ED 062 330
- RIF's Guide to Book Selection. Supplement 2.
ED 062 095
- RIF's Guide to Developing a Program.
ED 062 094
- Reading is FUNDamental**
An Evaluation of the Pittsburgh Reading is
FUNDamental Program.
ED 062 093
- Reading is FUNDamental Program**
RIF's Guide to Book Selection. Supplement 2.
ED 062 095
- RIF's Guide to Developing a Program.
ED 062 094
- Reading Materials**
The Creation of Stories and Beginning Reading
Material for Pre-School Indian Children in
South Dakota. Final Report.
ED 062 080
- Korean Advanced Course: Volume V.
ED 061 796
- [Read Aloud Stories Series: A Product of a
Project to Create Stories and Beginning Read-
ing Materials for Pre-School Indian Children in
South Dakota.]
ED 062 081
- [Rebus Reading Book Series: A Product of a
Project to Create Stories and Beginning Read-
ing Material for Pre-School Indian Children in
South Dakota.]
ED 062 082
- A Study of Reading Methods and Materials
Used in Adult Basic Education.

- ED 061 520
- Reading Programs**
An Evaluation of the Pittsburgh Reading is Fundamental Program. ED 062 093
Initial Reading in Spanish for Bilinguals. ED 061 813
RIF's Guide to Book Selection. Supplement 2. ED 062 095
RIF's Guide to Developing a Program. ED 062 094
- Reading Readiness Tests**
The New Canadian Reading Readiness Test Research. ED 062 104
- Reading Research**
Comprehension of Telegraphic Prose. ED 062 090
The New Canadian Reading Readiness Test Research. ED 062 104
The Relationship of Speech Articulation to Reading and Related Language Skills: A Review. Interim Report 12. ED 062 097
A Study of the Effects of First Grade Prescriptive Teaching Based on Weaknesses Diagnosed by Kindergarten Prereading Tests. Final Report. ED 062 106
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Comprehension of Telegraphic Prose. ED 062 090
Experimental Manipulation of Reading Strategies. ED 062 087
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A Search for New Reading Tests. ED 061 805
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Rater's Predictions of the Recallability of Expository Prose as Related to Actual Recall. ED 062 103
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Environment Information ACCESS, Volume 2 Number 9. ED 062 209
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A Topical List of Theses and Dissertations in Health Education. ED 062 119
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Northwest Multi-Service Educational Center. ED 062 083
- Regional Dialects**
A Guide to the Chien-yang Dialect. ED 061 853
A Guide to the Foochow Dialect. ED 061 852
A Guide to the Shanghai Dialect. ED 061 851
A Guide to the Tai-shan Dialect. ED 061 855
A Guide to the Teng-xian Dialect. ED 061 856
A Guide to the Wen-ch'ang and Ting-an Dialects. ED 061 854
- Regional Libraries**
Public Library Service in Victoria; A Report to the State Government. ED 061 951
- Regional Planning**
Statistical Data and Narrative. End of Project Report, 1968-1971, Volume I. ED 062 065
- Rehabilitation**
Catalog of Audiovisual Materials Related to Rehabilitation. ED 061 511
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Northwest Multi-Service Educational Center. ED 062 083
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Effectiveness of University of Illinois Committee on School Mathematics (UICSM)

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- Residential Programs**
- Residential Treatment Centers for Emotionally Disturbed Children, 1969-1970. ED 061 685
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- Response Mode**
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- Intelligence and the Factorial Structure of Person Perception. ED 061 529
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- Retention**
- Differential Response to Question Pacing in Learning from Prose. ED 062 096

214 Subject Index

- Discovery Learning Versus Expository Learning: New Insight into an Old Controversy. ED 061 532
- Proximity Analysis and the Structure of Organization in Free Recall. ED 062 373
- Variables Affecting Interference in Meaningful Verbal Learning. ED 062 092
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- Retention Studies**
- Rater's Predictions of the Recallability of Expository Prose as Related to Actual Recall. ED 062 103
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- Attitudinal Development toward Retirement in a Religious Community. ED 061 507
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- Role Theory**
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- Student Taught Adult Basic Literacy Efforts. Final Report. ED 061 494
- Rural Urban Differences**
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- School Attitudes**
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- School Buildings**
- Thermal Environment in Schools. ED 061 576
- School Community Cooperation**
- The School Sociologist: A New Role for the American Public School. ED 061 543
- Strengthening Volunteer Industry Service to Public Education. A Basic Manual for School Administrators and Business Executives. A Staff Paper. ED 062 528
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- Independence and Community in Our Schools. ED 062 242
- School Community Relationship**
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- Patterns for Designing Children's Centers. A Report. ED 061 577
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- Selected Court Decisions Relating to Equal Educational Opportunity. ED 062 489
- A Study of Cross-Cultural Groups at Malcolm Price Laboratory School, University of Northern Iowa. ED 062 471
- School Libraries
Organizing Audio-Visual Instructional Materials in the Madison Public Schools. ED 061 537
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Educational Personnel Development: Challenge of the Seventies. Report of a Conference for Chief State School Officers. (Palo Alto, California, July 30-August 7, 1970.) ED 061 630
- The School Sociologist: A New Role for the American Public School. ED 061 543
- School Psychologists
National, Regional, and State Survey of School Psychologists. ED 061 553
- School Readiness Tests
Readiness Checklist. ED 061 839
- School Redistricting
The Princeton Plan: Beyond the Statistics; Princeton's Investment in Children Provides New Opportunities for All. ED 062 500
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Registration and Scheduling at NIU (Implementing Commercial Software at a Large University.) College and University Machine Records Annual Conference (17th, Columbus, Ohio, May 1972). ED 061 652
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- School Responsibility
Accountability English Style: Dialogue, a Two-Way street, The Cards on the Table. ED 062 353
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Adult Education and Family Planning. ED 061 508
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Language Laboratories.

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Science Course Improvement Project

- Assessment of Existing Elementary Science Programs. ED 062 163
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- Food for Living Things, Teacher's Guide. ED 062 161
- Modern Chemical Technology, Volume 7. ED 062 143
- Modern Chemical Technology, Volume 8. ED 062 144
- Modern Chemical Technology, Volume 9. ED 062 145

Science Curriculum

- Fort Benton Science Curriculum Outline. ED 062 033

Science Education

- Individualization: An Emergent Concept in Science Instruction. ED 062 162
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Science Equipment

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Science History

- Implications of a Moral Science. ED 061 738

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Scientific Attitudes

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Scientific Concepts

- Accuracy and/or Teachability of Texts. ED 062 172
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ED 062 392

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- Fort Benton Mathematics Curriculum Outline. ED 062 036
- Fort Benton Science Curriculum Outline. ED 062 033
- Fort Benton Social Studies Curriculum Outline. ED 062 034
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- Social Studies: Consumer Education. ED 062 236
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- Sixth Grade Interdisciplinary Packet: Science-Social Studies. ED 062 261
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- Social Studies. China: Awakening Giant. ED 062 253
- Social Studies; Colonial America. ED 062 251
- Social Studies; Politics and Revolution. ED 062 248
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- Social Studies: The Law and You. ED 062 256
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ED 061 904

State Curriculum Guides

World of Work Career Motivation. Curriculum Guide for Grades K-6. Ohio's Career Continuum Program.

ED 062 565

State Departments of Education

Development of a Model Research Dissemination System for State Educational Agencies. Final Report.

ED 061 653

Papers Presented at a Conference on an EPDA Project Involving Fellowship Programs in Vocational Education (Columbus, Ohio, April 12-14, 1971).

ED 062 532

SEA - LEA Personnel and Financial Resources Assessment Package.

ED 061 594

State Government and Education: Management in the State Education Agency.

ED 061 648

State Government

Social Studies: The Florida Story.

ED 062 249

State Legislation

The "New Student" in the Community Colleges.

ED 061 930

Summary of Massachusetts Study of Educational Opportunities for Handicapped and Disadvantaged Children.

ED 061 678

State Officials

State Government and Education: Management in the State Education Agency.

ED 061 648

State Programs

Adult Basic Education, Evaluation Report, 1971.

ED 061 496

Evaluation of Selected Aspects of Project 750. Final Report.

ED 061 695

Legislative Guide for Drafting State-Local Programs on Juvenile Delinquency.

ED 061 535

Staff and Program Development in Florida's Community Junior Colleges, 1969-70, 1970-71.

ED 061 936

State School District Relationship

State Leadership in Education in the 1970's: Significant Recent and Prospective Changes in Society that Have Important Implications for the States.

ED 061 586

State Standards

Standards for State Approval of Teacher Education.

ED 062 278

State Surveys

Industrial Arts for Mentally Retarded Students in Junior and Senior High Schools of Missouri.

ED 062 511

Report for Florida's Public Community Colleges, 1970-71.

ED 061 937

The Role of the Teacher Aide in Second Language Programs.

ED 061 798

Statewide Planning

Program Planning and Analysis: The Basis for Institutional and Systemwide Facilities Planning. Higher Education Facilities Planning and Management Manual Six. Revised.

ED 061 627

Statistical Analysis

After Data Collection: Coding-An Educational Research Tool.

ED 061 770

Analysis of Social Skills Development in the Appalachia Preschool Education Program.

ED 062 021

Early Identification of Delinquency Prone Youth. The Eau Claire County Youth Study, Phase IV, 1969-1972.

ED 062 059

An Interval Estimate for Statistical Inference about True Scores.

ED 062 384

Le vocabulaire disponible du français, Tome I. Le vocabulaire concret usuel des enfants français et acadiens: Etude témoin (The Working French Vocabulary, Volume I. Common Generic Terms Used by French and Acadian Children: A Field Study).

ED 061 785

Le vocabulaire disponible du français, Tome II. Vocabulaire disponible des enfants acadiens (The Working French Vocabulary, Volume 2. Working Vocabulary of Acadian Children).

ED 061 786

220 Subject Index

- The Robustness of the Studentized Range Statistic to Violations of the Normality and Homogeneity of Variance Assumptions. ED 062 388
- Technical Reports (Part II). End of Project Report, 1968-1971, Volume IV. ED 062 068
- Statistical Data**
- Adult Basic Education Program Statistics: Students and Staff Data July 1, 1969-June 30, 1970 and Summary of Years 1966-70. ED 061 506
- Blindness and Services to the Blind in the United States. ED 061 692
- Child Care Data and Services. ED 062 002
- Report for Florida's Public Community Colleges, 1970-71. ED 061 937
- Residential Treatment Centers for Emotionally Disturbed Children, 1969-1970. ED 061 685
- Situation Reports--Austria, Belgium, Bolivia, Botswana, Finland, German Federal Republic, Italy, Luxembourg, Mauritania, Netherlands, Norway, Portugal, Puerto Rico, Sweden, Tanzania, Yugoslavia, and Zambia. ED 062 199
- Situation Reports--Cuba, Guyana, St. Vincent, and Surinam. ED 062 198
- Socio-Behavioral Study Center for Mental Retardation. Terminal Progress Report. ED 061 666
- Statistical Data and Narrative. End of Project Report, 1968-1971, Volume I. ED 062 065
- Title III, Co-Op STEP: Statistical Report Showing the Effect of Individual Instruction and Team Teaching upon the Academic Growth of High School Students in English. ED 062 355
- Statistical Studies**
- A Different Look at the Correlation Coefficient between Dogmatism and Conformity. ED 061 486
- Statistical Surveys**
- Preparation of Educational Personnel 1968-69, 1969-70 and 1970-71 with Trends from 1966-67. ED 062 298
- Statistics**
- Library Statistics of Colleges and Universities; Institutional Data, Part A, Fall 1971; Basic Information on Collections, Staff, and Expenditures. ED 061 996
- Preparation for Graduate Work in Statistics. ED 062 152
- The Robustness of the Studentized Range Statistic to Violations of the Normality and Homogeneity of Variance Assumptions. ED 062 388
- Status**
- Correlates of Racial Attitudes Among White High School Students. ED 061 534
- Stimulants**
- National Clearinghouse for Drug Abuse Information Report Series, Series 11, No. 1. ED 062 117
- National Clearinghouse for Drug Abuse Information Report Series, Series 12, No. 1. ED 062 118
- Stimulus Behavior**
- General Goals of Life Questionnaire. ED 062 377
- An Investigation of Intransitive Choice Behavior. ED 062 376
- Occupations Questionnaire. ED 062 379
- Offenses Questionnaire. ED 062 380
- Payments Questionnaire. ED 062 378
- Vietnam Questionnaire. ED 062 381
- Stimulus Devices**
- Measuring Children's Curiosity. ED 062 022
- Story Reading**
- The Creation of Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota. Final Report. ED 062 080
- Strands Program**
- Computer-Assisted Instruction for the Deaf at Stanford University. Annual Report. ED 061 775
- Structural Analysis**
- A Series of Experiments Concerning the Relationship between Learning and the Structural Importance of Linguistic Subunits. Final Report. ED 062 319
- Structural Grammar**
- Antonym Adjective Contexts and the Facilitation of Noun Pair Learning in Children. ED 062 088
- Structural Linguistics**
- A Contrastive Analysis of English and Hungarian Grammatical Structure. Final Report. ED 061 859
- Rater's Predictions of the Recallability of Expository Prose as Related to Actual Recall. ED 062 103
- Student Alienation**
- Adolescent Alienation: Some Ideas and Approaches for Social Studies Teachers. ED 062 224
- Student Attitudes**
- An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics, Phase II. ED 061 934
- Career Preferences of Graduate Students. ED 061 877
- Colonialism in the Classroom: Teaching "Good" Grammar to Black Children. ED 061 820
- Correlates of Racial Attitudes Among White High School Students. ED 061 534
- Documentation Report, Self-Paced Physics, Course Evaluation. ED 062 124
- Elementary School Science Programs: Pupil and Teacher Attitudes. ED 062 146
- Faculty Influences on the College Environment. ED 061 908
- Global Dimensions in U.S. Education: The Elementary School. ED 062 265
- Innovation and the Professionalization Process: An Analysis of Dental Education. ED 061 878
- Student Perceptions of College Physics and Physics Teachers. ED 062 120
- Student Behavior**
- College Student Morale. ED 061 918
- Consulting Techniques in Racially Integrated Elementary Schools. ED 062 485
- Student Demonstrations in a Multi-Racial High School: The Case of Berkeley. ED 061 527
- Student Centered Curriculum**
- Coordination of Organic Curriculum Development in the Public Schools of Duluth, Minnesota. Final Report. ED 061 655
- Coordination of Organic Curriculum Development in the Public Schools of Fort Lauderdale, Florida. Final Report. ED 062 289
- Coordination of Organic Curriculum Development in the Public Schools of Mineola, New York. Final Report. ED 062 290
- Coordination of Organic Curriculum Development in the Public Schools of Quincy, Massachusetts. Final Report. ED 062 293
- Investigation of Individualized Instruction for Large College Classes. Final Report. ED 061 915
- Student-Designed Curricula. ED 061 917
- Student Certification**
- Credit By Examination. Proceedings from Workshops in the West 1971. ED 061 897
- Student Characteristics**
- An Annotated Bibliography of Institutional Research 1970-1971. ED 061 650
- Differences in Value Patterns Among Sixth, Eighth, and Eleven Grade Students. ED 061 541
- The Impact of Community Colleges. Socio-Economic Survey: Students Entering Post-Secondary Education in British Columbia, Fall 1971. ED 061 922
- Student College Relationship**
- College Student Morale. ED 061 918
- Student Developed Materials**
- The Case for Descriptive Writing. ED 062 352
- Futuristic Designs in the English Curriculum: Four Scenarios. ED 062 348
- Student Development**
- Searchlight: Relevant Resources in High Interest Areas. Program Evaluation and Accountability. 7R Retrospective Search. ED 061 569
- Student Distribution**
- The Enrollment Inducing Effects of Local Colleges. ED 061 926
- Student Evaluation**
- Contract Grading in the Basic Communication Course: A Negotiation and Bargaining Situation for Communication Research. ED 061 742
- "Transfer Shock" or "Transfer Ecstasy?" ED 061 925
- Un modelo de coordinacion en la ensenanza del ingles en un mismo nivel de conocimientos (A Model of Coordination in the Teaching of English at a Given Level of Achievement). ED 061 804
- Student Exchange Programs**
- The Impact of Chinese Students Returned from America. With Emphasis on the Chinese Revolution, 1911-1949. ED 062 228
- Student Interests**
- Coordination of Organic Curriculum Development in the Public Schools of Fort Lauderdale, Florida. Final Report. ED 062 289
- Coordination of Organic Curriculum Development in the Public Schools of Mineola, New York. Final Report. ED 062 290
- Coordination of Organic Curriculum Development in the Public Schools of Quincy, Massachusetts. Final Report. ED 062 293
- Student Loan Programs**
- The Efficiency/Equity Quandary and Higher Educational Finance. ED 061 603
- The Possible Dream: Meeting Student Financial Needs. ED 061 874
- Student Motivation**
- Evaluation of the Use of Various Types of Incentives in Educational Programs. ED 062 387
- Language and Culture in Harmonious Performances. ED 061 848
- Lecture Alternatives in Teaching English. ED 062 326
- Self-Programmed Control: A New Approach to Learning. ED 061 924
- Special Project for Coordinated Adult Basic Education, 1968/69. Final Report. ED 061 475
- Student Needs**
- The Availability of Pupil Personnel Specialists to Public Schools, Fall 1968. ED 062 530

- New Students and New Needs in Higher Education. ED 061 909
- Student Opinion**
A Study of the Effect of Timed Pupil Feedback on the Teaching Behaviors of Biological Science Teachers. ED 062 147
- Student Participation**
Searchlight: Relevant Resources in High Interest Areas. Students as Resources. 10R Retrospective Search. ED 061 571
Student Demonstrations in a Multi-Racial High School: The Case of Berkeley. ED 061 527
- Student Personnel Programs**
Mandamus for Change in Student Services. ED 062 455
- Student Projects**
Independence and Community in Our Schools. ED 062 242
- Student Reaction**
Student Generated Section, Course and Alternate Requests as the Keystone of a Computer Based, Student Responsive, Advance Registration and Scheduling System. College and University Machine Records Annual Conference. (17th, Columbus, Ohio, May 1972.) ED 061 651
- Student Records**
Searchlight: Relevant Resources in High Interest Areas. Parent Counseling. 8R Retrospective Search. ED 061 570
Systems Book for a Student Information System. End of Project Report, 1968-1971, Volume II. ED 062 066
- Student Research**
High School Students as Social Scientists. ED 062 230
- Student Rights**
Searchlight: Relevant Resources in High Interest Areas. School Discipline and Civil Rights. IR Retrospective Search. ED 061 563
- Students**
Enquiry into Student Progress 1968. ED 061 862
- Student School Relationship**
Searchlight: Relevant Resources in High Interest Areas. School Discipline and Civil Rights. IR Retrospective Search. ED 061 563
"Unique Problems Confronting Black School Administrators." ED 061 613
- Student Science Interests**
Elementary School Science Programs: Pupil and Teacher Attitudes. ED 062 146
- Student Teacher Relationship**
College Student Morale. ED 061 918
Communication: A Helping Relationship. ED 061 741
The Effects of Verbal Rewards and Punishment on Subject-Matter Growth of Culturally Disadvantaged First Grade Children. ED 062 499
Faculty Influences on the College Environment. ED 061 908
Group Dynamics and the Teacher-Student Relationship: A Review of Recent Innovations. ED 062 292
Open Plan - Open Education. ED 061 601
- Student Teachers**
Student Taught Adult Basic Literacy Efforts. Final Report. ED 061 494
- Student Teaching**
Student Teaching in English. ED 062 329
Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers. ED 062 268
- Student Testing**
Documentation Report, Self-Paced Physics, Course Evaluation. ED 062 124
- Student Transportation**
Perspectives on Busing. Inequality in Education, Number Eleven, March 1972. ED 062 457
- Student Unions**
Reachout: Associations of College Unions-International Proceedings of the Forty Eighth Annual Conference. ED 061 526
- Student Volunteers**
Searchlight: Relevant Resources in High Interest Areas. Students as Resources. 10R Retrospective Search. ED 061 571
- Study Abroad**
The Impact of Chinese Students Returned from America. With Emphasis on the Chinese Revolution, 1911-1949. ED 062 228
- Study Guides**
Guide to Professional Radio & TV Newscasting. ED 061 752
The Relative Effectiveness of Three Types of Notes Used as Adjunct Study Activities to Group Audiovisual Instruction. ED 061 715
A Study Guide to Accompany Wilga Rivers' "Teaching Foreign-Language Skills." ED 061 826
- Study Skills**
Language Arts: Acceleration. ED 062 099
- Subculture**
Forces for Societal Transformation in the United States, 1950-2000. Volume I. ED 061 734
- Subject Index Terms**
Classification in Science Information; A Comparative Study Undertaken by ASLIB for the International Council of Scientific Unions as a Contribution to the ICSU/UNESCO Study of the Feasibility of a World Science Information System (UNISIST). ED 061 955
Subject Retrieval in the Seventies; New Directions. Proceedings of an International Symposium Held at the Center of Adult Education, University of Maryland, College Park, May 14 to 15, 1971. ED 061 962
- Subscription Agents**
Report on Survey of Subscription Agents Used by Libraries in New York State Conducted by the Technical Committee in 1970. ED 061 950
- Subtraction**
The Relative Effectiveness of Two Different Instructional Sequences Designed to Teach the Addition and Subtraction Algorithms. ED 062 195
- Summative Evaluation**
Air-Supported Structures. ED 061 600
Materials and Activities for Teachers and Children-The MATCH Program Developed by the Children's Museum, Boston, Massachusetts. ED 061 774
Planning for Evaluation of the LRDC Instructional Model. ED 061 776
- Summer Institutes**
Puerto Rican Parents and Mainland Schools, Hartford, Connecticut. ED 062 473
- Summer Programs**
A Report on the 1968 Adult Basic Education Institute for Administrators in Region VIII. ED 061 469
Summer Youth Employment Guide. ED 062 561
- Superintendents**
School Board Incumbent Defeat in Partisan Elections. ED 061 608
- The Superintendent and His Chief Personnel Administrators: Putting It All Together. ED 061 609
The Superintendent and His Chief Personnel Administrator: Putting it all Together. ED 061 610
- Supervisory Activities**
Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers. ED 062 268
- Supervisory Training**
Differences in the Verbal Behavior of College Supervisors Using The Blumberg System for Analyzing Supervisory Conferences and College Supervisors Using No Systematic Analysis. ED 062 295
- Supplementary Educational Centers**
Northwest Multi-Service Educational Center. ED 062 083
Statistical Data and Narrative. End of Project Report, 1968-1971, Volume I. ED 062 065
Technical Reports (Part I). End of Project Report, 1968-1971, Volume III. ED 062 067
Technical Reports (Part II). End of Project Report, 1968-1971, Volume IV. ED 062 068
- Supplies**
Suggested Equipment and Supplies for Infant - Toddler Center. ED 062 012
- Surveys**
Adult Basic Education, Evaluation Report, 1971. ED 061 496
The Excluded Student; Educational Practices Affecting Mexican Americans in the Southwest. Mexican American Education Study. ED 062 069
A Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education. ED 062 271
Information Wants of Seven Groups of Users Considering the Adoption or Adaptation of Instructional Systems. Interim Report. ED 061 773
The Legal Problems of the Rural Poor. American Bar Foundation Series on Legal Services for the Poor. ED 062 050
Radio and Television in Literacy. A Survey of the Use of the Broadcasting Media in Combating Illiteracy among Adults. ED 061 493
- Sweden**
Preschool Education and Day Care for Swedish Children. ED 062 015
- Syntax**
The Language Code of the Child. ED 062 328
Modern Studies in English: Readings in Transformational Grammar. ED 061 817
Some Errors in English by Spanish-speaking Puerto Rican Children. ED 061 850
- Systems Analysis**
The Analysis of Organization Change: A Human Relations Strategy versus a Political Systems Strategy. ED 062 287
Conceptual Replaceability Analysis for Order and Standard Loan Tasks. ED 061 972
Cost Considerations in Educational Analysis. ED 061 643
A Curriculum Study of Systems Science and Engineering Programs. Final Report. ED 062 215
An Educational Planning System: Cost-Effectiveness Approach. ED 061 644
"Leading Parts" and Organizational Change. ED 061 605
- Systems Approach**
A Curriculum Study of Systems Science and Engineering Programs. Final Report.

222 Subject Index

- "Leading Parts" and Organizational Change. ED 062 215
PPBS and Its Implications for You. ED 061 605
A Theoretical Model to Improve the Extension Education Outreach of the Ohio State University: Utilizing Marketing, Behavioral, Business, Management, and Systems Concepts. Research Series in Agricultural Education. ED 062 516
Thermal Environment in Schools. ED 061 576
- Systems Concepts**
The Analysis of Organization Change: A Human Relations Strategy versus a Political Systems Strategy. ED 062 287
Planning, Programming, Budgeting System Manual for State of California School Districts. An Educational Planning and Evaluation System. Second Preliminary Edition. ED 061 597
[The Educational Resources Management System: Application of PPBS Concepts to Education.] ED 061 595
An Undergraduate Course on Operating Systems Principles. ED 062 135
- Systems Development**
Advanced Intellect-Augmentation Techniques. ED 061 732
Conceptual Replaceability Analysis for Order and Standard Loan Tasks. ED 061 972
An Integrated State and Local Management and Information System for Occupational Education in Massachusetts. A Monograph. ED 062 553
Planning, Programming, Budgeting System Manual for State of California School Districts. An Educational Planning and Evaluation System. Second Preliminary Edition. ED 061 597
[The Educational Resources Management System: Application of PPBS Concepts to Education.] ED 061 595
- Tables (Data)**
Title III, Co-Op STEP: Statistical Report Showing the Effect of Individual Instruction and Team Teaching upon the Academic Growth of High School Students in English. ED 062 355
- Tai shan Dialect**
A Guide to the Tai-shan Dialect. ED 061 855
- Talent Development**
Project Implode. Igniting Creative Potential. ED 062 262
- Talking Typewriters**
Comparing Two Methods of Teaching Pre-School Children to Read and Spell at an Electric Typewriter, Their Reaction to the Experience, and the Significance to Early Childhood Education. Final Report. ED 061 724
- Tape Recordings**
A Comparison of Two Methods of Presenting Occupational Information. ED 062 574
Pacifica Programs 1972 Catalog. ED 061 718
- Task Analysis**
Automated Operator Instruction in Team Tactics. ED 061 705
Criteria for Type of Change-Agent in Changing Educational Organizations. ED 061 642
- Task Performance**
Attainment of Cognitive Objectives. ED 062 017
Campus Press Performance in Coverage of Disorders. ED 062 343
Music: Music Theory I. ED 062 364
- Taxonomy**
Documentation Report, Self-Paced Physics, Classification of Learning Objectives. ED 062 123
A Taxonomy of Marine Technicians and Technologists and the Implications for Training Them. ED 062 509
Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory. ED 062 541
Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory. ED 062 543
- Teacher Administrator Relationship**
The Effects of Various Attitude Congruence Conditions on Teacher Selection Decisions. ED 061 618
"Unique Problems Confronting Black School Administrators." ED 061 613
- Teacher Aides**
Paraprofessionals in the English Department. ED 062 322
- Teacher Associations**
Collective Negotiations: "Why Didn't Someone Tell Me?" ED 061 612
Recommendations for Improving Mathematics Education. ED 062 212
Rx for a Healthful State ATE Unit. Occasional Paper No. 2. ED 062 273
- Teacher Attendance**
Teacher Absenteeism and Related Policies for Supplemental Remuneration. ED 062 274
- Teacher Attitudes**
An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics, Phase II. ED 061 934
On Becoming a Language Teacher. ED 061 830
Dare to Care/Dare to Act: Racism and Education. ED 062 470
The Effects of Various Attitude Congruence Conditions on Teacher Selection Decisions. ED 061 618
Elementary School Science Programs: Pupil and Teacher Attitudes. ED 062 146
The Impact of The Open-Space School Upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation. ED 062 291
An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Faculty and Their Attitudes Toward Educational Issues. ED 061 886
The Junior College Faculty in Oklahoma. ED 061 939
The Relationship Between School Organization and Teachers' Authoritarian Attitudes. Final Report. ED 062 294
The Role of the Teacher Aide in Second Language Programs. ED 061 798
A Study of Attitude Factors for Secondary School Teachers and Teacher Education Students. ED 062 308
Values and Perceptions of a Private Junior College Faculty: Public Community College Faculties and Students. ED 061 945
- Teacher Behavior**
"An Experimental Field Study of the Impact of Nonverbal Communication of Affect on Children from Two Socio-Economic Backgrounds." ED 061 550
Clarification: The Terms of a Schema for Insights. ED 061 791
Consulting Techniques in Racially Integrated Elementary Schools. ED 062 485
- The Relationship Between School Organization and Teachers' Authoritarian Attitudes. Final Report. ED 062 294
The Relationship of Role Expectations to Faculty Behavior. ED 061 912
A Study of Attitude Factors for Secondary School Teachers and Teacher Education Students. ED 062 308
A Study of Behavioral Responsiveness in Teachers' Verbal Interactions with Students. ED 062 296
Teacher Absenteeism and Related Policies for Supplemental Remuneration. ED 062 274
Teacher Differences as Reflected in Student Aptitude-Achievement Relationships. ED 062 311
- Teacher Centers**
Teacher Centers: An Outline of Current Information. ED 062 302
- Teacher Certification**
Standards for the Certification of Teachers of the Hearing Impaired. ED 061 676
- Teacher Characteristics**
Employee Characteristics and Salary Statistics. Fall 1970. ED 061 885
The Junior College Faculty in Oklahoma. ED 061 939
A Study of Attitude Factors for Secondary School Teachers and Teacher Education Students. ED 062 308
Teacher Differences as Reflected in Student Aptitude-Achievement Relationships. ED 062 311
Values and Perceptions of a Private Junior College Faculty: Public Community College Faculties and Students. ED 061 945
- Teacher Distribution**
Preparation of Educational Personnel 1968-69, 1969-70 and 1970-71 with Trends from 1966-67. ED 062 298
- Teacher Education**
An Alternative Teacher Training Model for Urban America—the Teacher as a Social Systems Agent. ED 062 490
A Beginning Graduate Program in Mathematics for Prospective Teachers of Undergraduates. ED 062 156
Council of Europe News-Letter 1/72. ED 062 187
Cultural Patterns in Urban Schools: A Manual for Teachers, Counselors, and Administrators. ED 062 488
Educational Personnel for Urban Schools; What Differentiated Staffing Can Do. ED 062 307
Education Professions Development Act Summer Institute for Trade and Industrial Teachers of the Disadvantaged. Final Report, June 14-July 2, 1971. ED 062 275
The Effectiveness of Performance-Based Training Modules on Planning and Presenting. ED 062 299
The Effect on Teaching Performance of Two Training Techniques in the Knowledge of Concept Moves. ED 062 142
Ethnic Modification of the Curriculum. ED 062 469
Evaluation of the University of South Alabama College of Education Teacher Training Program by Analyses of Its Alumni, 1969. ED 062 371
Forty-One Conferences on the Training of Teachers of Elementary School Mathematics, A Summary. ED 062 159
The Governance of Teacher Education. ED 062 270
Group Dynamics and the Teacher-Student Relationship: A Review of Recent Innovations. ED 062 292

Higher Education Administrators' Institute for Teacher Training in Adult Basic Education Workshop.

ED 061 495

Higher Education Administrators' Institute for Teacher Training in Adult Basic Education. First Year Report, 1970-1971.

ED 061 497

An Imperative: A National Policy for Teacher Education.

ED 062 267

Innovation in the Professional Preparation of Foreign Language Teachers.

ED 061 847

Integration and Modernization of Teacher Education Curriculum. Final Report of the Second Sub-Regional Workshop on Teacher Education. (Bangkok, November 1-12, 1971).

ED 062 285

Master Unit: Adult Basic Education In-Service Program for Teacher Awareness in Guidance and Counseling.

ED 061 474

A Methods Course for Prospective Teachers of English in Desegregated High Schools.

ED 061 831

Models of Teaching as a Paradigm for Teaching Education.

ED 062 301

People for the People's College: Community-Junior College Staff Development, Priorities for the 70's. A Summary.

ED 061 942

Preparing College Teachers of English.

ED 062 321

Proceedings: Higher Education Institute for Teacher Preparation in Adult Education (December 13-15, 1971, Salt Lake City, Utah).

ED 061 504

Project to Train Teachers in Adult Basic Education Curriculum Development (July 21-August 8, 1969). Final Report.

ED 061 472

The Prototype Enabling Teacher Education Program: Summary and Assessment. Sourcebook I.

ED 062 280

Recommendations for Improving Mathematics Education.

ED 062 212

Rx for a Healthful State ATE Unit. Occasional Paper No. 2.

ED 062 273

Science Education Newsletter No. 18.

ED 062 210

Secondary School Science Teachers, 1969. Background and Professional Characteristics.

ED 062 281

Southeastern Institute for Teacher Training in Adult Basic Education.

ED 061 480

Student Taught Adult Basic Literacy Efforts. Final Report.

ED 061 494

Student Teaching in English.

ED 062 329

A Study Guide to Accompany Wilga Rivers' "Teaching Foreign-Language Skills."

ED 061 826

A Study of Certain Phases of Undergraduate Teacher Education in NCATE Accredited Institutions.

ED 062 276

Teacher Centers: An Outline of Current Information.

ED 062 302

Teacher Education and Social Change.

ED 062 300

Teacher Education in Ohio.

ED 062 282

Teacher Training Conference: Adult Basic Education for Urban Clients. Final Report.

ED 061 489

Teaching and Learning for Educationally Disadvantaged Students in Community Colleges.

ED 061 941

Teacher Education Curriculum

Integration and Modernization of Teacher Education Curriculum. Final Report of the Second Sub-Regional Workshop on Teacher Education. (Bangkok, November 1-12, 1971).

ED 062 285

Standards for State Approval of Teacher Education.

ED 062 278

A Study of Certain Phases of Undergraduate Teacher Education in NCATE Accredited Institutions.

ED 062 276

Training Reading Teachers at the Graduate and Undergraduate Level--There Should Be a Difference.

ED 062 098

Teacher Educator Education

Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers.

ED 062 268

West Tennessee Research Development Consortium. Final Report.

ED 061 920

West Tennessee Research Development Consortium. Final Report.

ED 061 919

Teacher Educators

A Guide for Establishing a Learning Laboratory; Adult Basic Education.

ED 061 502

Teacher Evaluation

Evaluation for Teaching.

ED 062 372

Policies, Procedures and Instruments in Evaluation of Teachers and Administrator Performance.

ED 061 607

A Study of Attitude Factors for Secondary School Teachers and Teacher Education Students.

ED 062 308

Teacher Improvement

Away Robin Run!: A Critical Description of the Teaching of the Language Arts in the Primary Schools of Trinidad and Tobago.

ED 061 806

A Study of the Effect of Timed Pupil Feedback on the Teaching Behaviors of Biological Science Teachers.

ED 062 147

Teaching and Learning for Educationally Disadvantaged Students in Community Colleges.

ED 061 941

West Tennessee Research Development Consortium. Final Report.

ED 061 919

Teacher Influence

"An Experimental Field Study of the Impact of Nonverbal Communication of Affect on Children from Two Socio-Economic Backgrounds."

ED 061 550

Faculty Influences on the College Environment.

ED 061 908

The Impact of The Open-Space School Upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation.

ED 062 291

The Self Concept of Students in Individually Prescribed Instruction.

ED 061 551

Teachers' Militancy, the Potential for It, and Perceptions of School Organizational Structure.

ED 062 272

Teacher Integration

School Desegregation Law: Development, Status, and Prospects: Ohio Department of Education, Office of Equal Educational Opportunity, Mini Journal, Volume 4, Number 2.

ED 062 489

Teacher Militancy

Collective Bargaining for University Faculty in Canada.

ED 061 901

Teachers' Militancy, the Potential for It, and Perceptions of School Organizational Structure.

ED 062 272

Teacher Programs

Models of Teaching as a Paradigm for Teaching Education.

ED 062 301

The Prototype Enabling Teacher Education Program: Summary and Assessment. Sourcebook I.

ED 062 280

Standards for State Approval of Teacher Education.

ED 062 278

Teacher Qualifications

Qualifications for Teaching University Parallel Mathematics Courses in Two-Year Colleges.

ED 062 149

Teacher Response

A Study of Behavioral Responsiveness in Teachers' Verbal Interactions with Students.

ED 062 296

Teacher Responsibility

Accountability English Style: Dialogue, a Two-Way street, The Cards on the Table.

ED 062 353

A Comparative Study of Team and Individual Decision Making.

ED 062 309

A Guide for Establishing a Learning Laboratory; Adult Basic Education.

ED 061 502

Teacher Role

An Imperative: A National Policy for Teacher Education.

ED 062 267

The Junior College Faculty in Oklahoma.

ED 061 939

Mathematical Experiencing.

ED 062 168

The Role of the Teacher Aide in Second Language Programs.

ED 061 798

Teachers' Militancy, the Potential for It, and Perceptions of School Organizational Structure.

ED 062 272

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Comparison of the Factor Structure of Guttman-Weighted vs. Rights-Only-Weighted Tests.

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The Development of an Experimental Sensory-Motor and Movement Skills Test Battery.

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A Search for New Reading Tests.

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Criterion-Referenced Tests in Biology.

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Test Reliability

Confidence Weighting.

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The Development of an Experimental Sensory-Motor and Movement Skills Test Battery.

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Test Results

Analysis of Intelligence Scores.

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Detailed Analysis of the Language Development of Children in AEL's Preschool Education Program.

ED 062 018

Factor Analysis of the Appalachia Preschool Education Program Test Data.

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Tests

Criterion-Referenced Tests in Biology.

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Effects of Anxiety on Quantity of Examination Preparation.

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The Visual Analysis Test: An Initial Report.

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Scoring Creativity Tests by Computer Simulation: A Validation of Prediction Equations.

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Test Validity

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The Development of an Experimental Sensory-Motor and Movement Skills Test Battery.

ED 062 365

Improving the Assessment of Intelligence.

ED 062 483

Scoring Creativity Tests by Computer Simulation: A Validation of Prediction Equations.

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A Validity Study of the Self-Esteem Inventory.

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A Survey of Post-Secondary Vocational-Technical Teachers in Texas.

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Textbook Research

The Direction of the Effect of Questions in Prose Materials.

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Accuracy and/or Teachability of Texts.

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Coping With the Mass Media.

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ED 061 756

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Social Studies: Colonial America. ED 062 251
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Continuing Education as a National Capital Investment. ED 061 503
Differences in Value Patterns Among Sixth, Eighth, and Eleven Grade Students. ED 061 541
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An Experiment in Developing the Ability of Disadvantaged Adult Learners to Perform Verbal Logical Operations. ED 061 487
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Spoken Rehearsal and Verbal Discrimination Learning. ED 062 000
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Verbal Learning Research and the Technology of Written Instruction. ED 062 340
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- Vietnam**
Vietnam Questionnaire. ED 062 381
- Visual Learning**
Children's Verbal Learning and Comprehension in the Aural and Visual Modes. ED 061 545
- Visually Handicapped**
Blindness and Services to the Blind in the United States. ED 061 692
- Visual Perception**
Analysis of Visual Perception of Children in the Appalachia Preschool Education Program. ED 062 019
- Visual Stimuli**
Spatial and Modality Effects in Simple Mathematical Computation. ED 062 194
- Vocabulary**
Le vocabulaire disponible du français, Tome 1. Le vocabulaire concret usuel des enfants français et acadiens: Etude témoin (The Working French Vocabulary, Volume 1. Common Generic Terms Used by French and Acadian Children: A Field Study). ED 061 785
Le vocabulaire disponible du français, Tome II. Vocabulaire disponible des enfants acadiens (The Working French Vocabulary, Volume 2. Working Vocabulary of Acadian Children). ED 061 786
- Vocabulary Development**
An Analysis of the Effectiveness of the Teaching of Reading by Individual Prescriptions. ED 061 690
The Language of Man. Book 5. ED 061 759
Visual Aids and Language Learning: An Experimental Study. ED 061 861
- Vocational Counseling**
Analyses of WIN Team Functioning and Job Requirements. Phase I: Duties and Tasks Performed by Teams and Team Members. ED 062 562
"Operation Bridge"--An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. First Interim Report. ED 062 549
- Vocational Development**
Annual Report (1 June 1966-31 May 1967). Information System for Vocational Decisions. ED 062 537
Career Development Education K Through Post-Secondary and Adult Education. ED 062 580
Information System for Vocational Decisions--On the Concept of Purpose. ED 062 534
Information System for Vocational Decisions--Project Report 16. ED 062 535
Information System for Vocational Decisions. Miscellaneous Project Reports. ED 062 536
A Tentative Career Development Curriculum and Its Implications for the Patterning of Supervisory Responsibilities in the Information System for Vocational Decisions. Information System for Vocational Decisions. Project Report Number 10. ED 061 562

228 Subject Index

Vocational Education

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 2.

ED 062 570

Audio-Visual Aids to the Learning of EFL for Vocational Purposes.

ED 061 832

Career Education: Three Speeches by the Commissioner.

ED 062 527

Contemporary Concepts in Vocational Education. The First Yearbook.

ED 062 578

Coordination of Organic Curriculum Development in the Public Schools of Duluth, Minnesota. Final Report.

ED 061 655

An Evaluation of Area Skill Surveys as a Basis for Manpower Policies.

ED 062 507

Fort Benton Agri-Industry Curriculum Outline.

ED 062 037

Fort Benton Business Education Curriculum Outline.

ED 062 032

Fort Benton Industrial Arts Curriculum Outline.

ED 062 035

Fort Benton Trades & Industry Curriculum Outline.

ED 062 030

An Integrated State and Local Management and Information System for Occupational Education in Massachusetts. A Monograph.

ED 062 553

An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. A Pilot Study (July 1, 1970-June 30, 1971). Director's Final Report.

ED 062 517

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 2.

ED 062 563

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 2.

ED 062 579

[Municipalities as a Model for New Careers and Redirection of Vocational-Technical Education Programs.] Final Report.

ED 062 557

Papers Presented at a Conference on an EPDA Project Involving Fellowship Programs in Vocational Education (Columbus, Ohio, April 12-14, 1971).

ED 062 532

Papers Presented at the Research Coordinating Unit Directors Conference (7th, New Orleans, La., March 22-23, 1972).

ED 062 558

Planning Techniques for Local Programs of Vocational Education.

ED 062 518

Problem Areas in Occupational Education for the 1970's.

ED 062 544

A Project to Develop an Instructional Packet for Advisory Committees in Vocational Education to Be Used in the Orientation of School Personnel and Committee Members. Final Report.

ED 062 567

Review and Analysis of Instructional Materials for Cooperative Vocational Education.

ED 062 513

Review and Synthesis of Literature on Job Training in Industry.

ED 062 514

A Review and Synthesis of Research on Management Systems for Vocational and Technical Education.

ED 062 505

Review and Synthesis of Strategies for Effecting Change in Vocational and Technical Education.

ED 062 512

Selected Aspects of Vocational Image as Perceived by a Public Categorized by Occupational Levels.

ED 062 555

Summary of Ten Institutes: Training Professional Personnel Responsible for Vocational-Technical Education in Eastern Metropolitan Areas.

ED 062 523

Two Million Without Skills.

ED 062 554

Vocational Education Planning: Manpower, Priorities, and Dollars. Final Report.

ED 062 515

Vocational Education Teachers

Education Professions Development Act Summer Institute for Trade and Industrial Teachers of the Disadvantaged. Final Report, June 14-July 2, 1971.

ED 062 275

A Survey of Post-Secondary Vocational-Technical Teachers in Texas.

ED 062 533

Vocational Interests

Human Attribute Requirements of Work Elements: Further Development of the Occupation Analysis Inventory.

ED 062 552

Occupational Aspirations of Black and White Parents for Their Recently Graduated Children.

ED 062 486

Voice of America

The Comparative Listenability of Shortwave Broadcasts.

ED 062 342

Volunteers

Handbook for Volunteer Reading Aides.

ED 061 498

Searchlight: Relevant Resources in High Interest Areas. Students as Resources. 10R Retrospective Search.

ED 061 571

Volunteers Help Youth.

ED 061 513

Volunteer Training

Volunteers Help Youth.

ED 061 513

Voting Rights

Political Participation of Mexican Americans in California. A Report of the California State Advisory Committee to the United States Commission on Civil Rights.

ED 062 061

Watchmakers

Balance Assembler (clock & watch) 6-72.127; Endshake Adjuster (clock & watch) 8-72.10; Escapement Adjuster (clock & watch) 4-72.120; Hairspring Inspector (clock & watch) 1 4-72.205; Hairspring Pinner (clock & watch) 8-72.10; Mechanical Assembler (clock & watch) 6-72.113; Oilier (clock & watch) 6-72.955; Repairman (clock & watch) 4-72.960; Timing-Machine Operator (clock & watch) 6-72.248; Train Inspector (clock & watch) 4-72.206; (Movement Assembly Department)--Technical Report on Standardization

ED 062 415

Balance Truer (clock & watch) 6-72.205; Balance Wheel and Impulse Pin Sub-Assembler (clock & watch) 8-72.10; Final Inspector, Balance Wheel (clock & watch) 6-72.234; Hairspring Solderer (clock & watch) 8-72.10; Hairspring Vibrator (clock & watch) 6-72.135; Inspector, Watch Parts (clock & watch) 6-72.215; Put in Beat Adjuster (clock & watch) 6-72.224; (Balance Wheel Assembly Department)--Technical Report on Standardization of the General Aptitude Test Battery.

ED 062 414

Barrel-Arbor Assembler (clock & watch) 6-72.134; Burrer (clock & watch) 6-72.274; Burrer, Machine (clock & watch) 6-72.275; Lancing Gager (clock & watch) 8-72.10; Main-Arbor-and-Hook Assembler (clock & watch) 8-72.10; Pinion Reamer (clock & watch) 6-78.210; Retaining-Spring Attacher (clock & watch) 8-72.10; Rocking-Bar Adjuster (clock & watch) 8-72.10; Staker (clock & watch) 6-72.111; Straightener (clock & watch) 6-72.246; Tray Leader (clock & watch) 8-72.10

ED 062 416

Caser (clock & watch) 6-72.105; Dialer (clock & watch) 6-72.198; Final Inspector, Movement Assembly (clock & watch) 6-72.326; Hands

Assembler (clock & watch) 6-72.197; Inspector, Casing (clock & watch) 6-72.221; Liner and Gasket Insertor (clock & watch) 8-72.10; Lint Remover (clock & watch) 8-72.10; Sweep-Spring Attacher (clock & watch) 8-72.10; (Finishing Department)--Technical Report on Standardization of the General Aptitude Test Battery.

ED 062 413

Water Resources

Ecological River Basin Management.

ED 062 114

Weighted Scores

Comparison of the Factor Structure of Guttman-Weighted vs. Rights-Only-Weighted Tests.

ED 062 389

Confidence Weighting.

ED 062 401

Effects of Item Option Weighting on Validity and Reliability of Shortened Forms of the GRE Aptitude Tests.

ED 062 402

Welfare Recipients

Mexican-American and Public Aid Recipients Project (MAPAR). Final Report.

ED 061 476

Wen ch ang Dialect

A Guide to the Wen-ch'ang and Ting-an Dialects.

ED 061 854

West Germany

Englisch an Gesamtschulen: Handbuch zum Fremdsprachenunterricht, 7. Schuljahr (English in Comprehensive Schools: A Handbook for Foreign Language Instruction, Grade 7).

ED 061 777

White Collar Occupations

Starting and Managing an Employment Agency.

ED 062 551

White House Conference on Aging

A Pre-White House Conference on Aging: Summary of Developments and Data. A Report of the Special Committee on Aging, United States Senate, Together with Minority and Supplemental Views.

ED 061 500

Wildlife Management

The Community of Life.

ED 062 115

Womens Education

What Constitutes Equity for Women in Higher Education?

ED 061 870

Woodworking

Woodworking Machine Operator, General (woodworking) 6-33.910--Technical Report on Standardization of the General Aptitude Test Battery.

ED 062 408

Word Lists

Developing and Comparing Elementary School Word Lists by Computer.

ED 062 102

Effects of Grammatical Factors and Amount of Material on Memorizing Paragraphs, Sentences, and Word Lists.

ED 062 346

Rationale and Description of "Basic Elementary Reading Vocabularies."

ED 062 091

Spoken Rehearsal and Verbal Discrimination Learning.

ED 062 000

Word Recognition

Teaching Children to Discriminate Letters of the Alphabet Through Errorless Discrimination Training.

ED 062 085

Work Attitudes

Classified School Employees: Factors Influencing Their Attitudes Toward Work. Research Development Service Bulletin.

ED 061 619

Some Variables Why so Few High School Graduates Attend Post-High School Area Vocational Schools.

ED 062 498

Workbooks

Matter, Motion, and Man. An Experimental Program in General Science.

ED 062 202

Matter, Motion, and Man, Volume II.

ED 062 203

Self-Supporting Scenery for Children's Theatre . . . and Grown-Up's Too (A Scenic Workbook for the Open Stage).

ED 062 347

Spanish Basic Course: Student Workbook.

ED 061 782

Work Dimensions

Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory.

ED 062 541

Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory.

ED 062 543

Work Environment

Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory.

ED 062 541

Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory.

ED 062 543

Work Experience Programs

Work Experience Program Curriculum Guide.

ED 062 313

Work Incentive Program

Analyses of WIN Team Functioning and Job Requirements. Phase I: Duties and Tasks Performed by Teams and Team Members.

ED 062 562

Working Women

Attitudes towards Increased Social, Economic

and Political Participation by Women as Reported by Elementary and Secondary Students.

ED 061 538

Workshops

ABE Staff Development in Middle Tennessee.

ED 061 488

Higher Education Administrators' Institute for Teacher Training in Adult Basic Education Workshop.

ED 061 495

Proceedings: Higher Education Institute for Teacher Preparation in Adult Education (December 13-15, 1971, Salt Lake City, Utah).

ED 061 504

Project to Train Teachers in Adult Basic Education Curriculum Development (July 21-August 8, 1969). Final Report.

ED 061 472

Sesame Street: Developed by Children's Workshop.

ED 062 026

World Affairs

The United Nations and This Beleaguered Earth, A Discussion Guide.

ED 062 170

World History

The Human Possibility: An Essay Toward a Psychological Response to the World Macroproblems.

ED 061 745

World of Work

For Those Developing World of Work Resource Units for Elementary School Teachers.

ED 062 519

World Problems

The Human Possibility: An Essay Toward a Psychological Response to the World Macroproblems.

ED 061 745

Writing

Right On! New Directions in Language Arts.

ED 062 318

Writing Exercises

Writing: National Results--Writing Mechanics.

ED 062 325

Writing Skills

The Case for Descriptive Writing.

ED 062 352

An Evaluation of an Innovative Approach to English Composition Instruction. Phase One.

ED 061 944

Project English Summaries, March 1970.

ED 062 324

Writing: National Results--Writing Mechanics.

ED 062 325

Written Language

Verbal Learning Research and the Technology of Written Instruction.

ED 062 340

Yearbooks

Contemporary Concepts in Vocational Education. The First Yearbook.

ED 062 578

Youth

Book Bait: Detailed Notes on Adult Books Popular with Young People. Second Edition.

ED 062 338

How Do the Young Become Adults?

ED 061 556

Youth Employment

Summer Youth Employment Guide.

ED 062 561

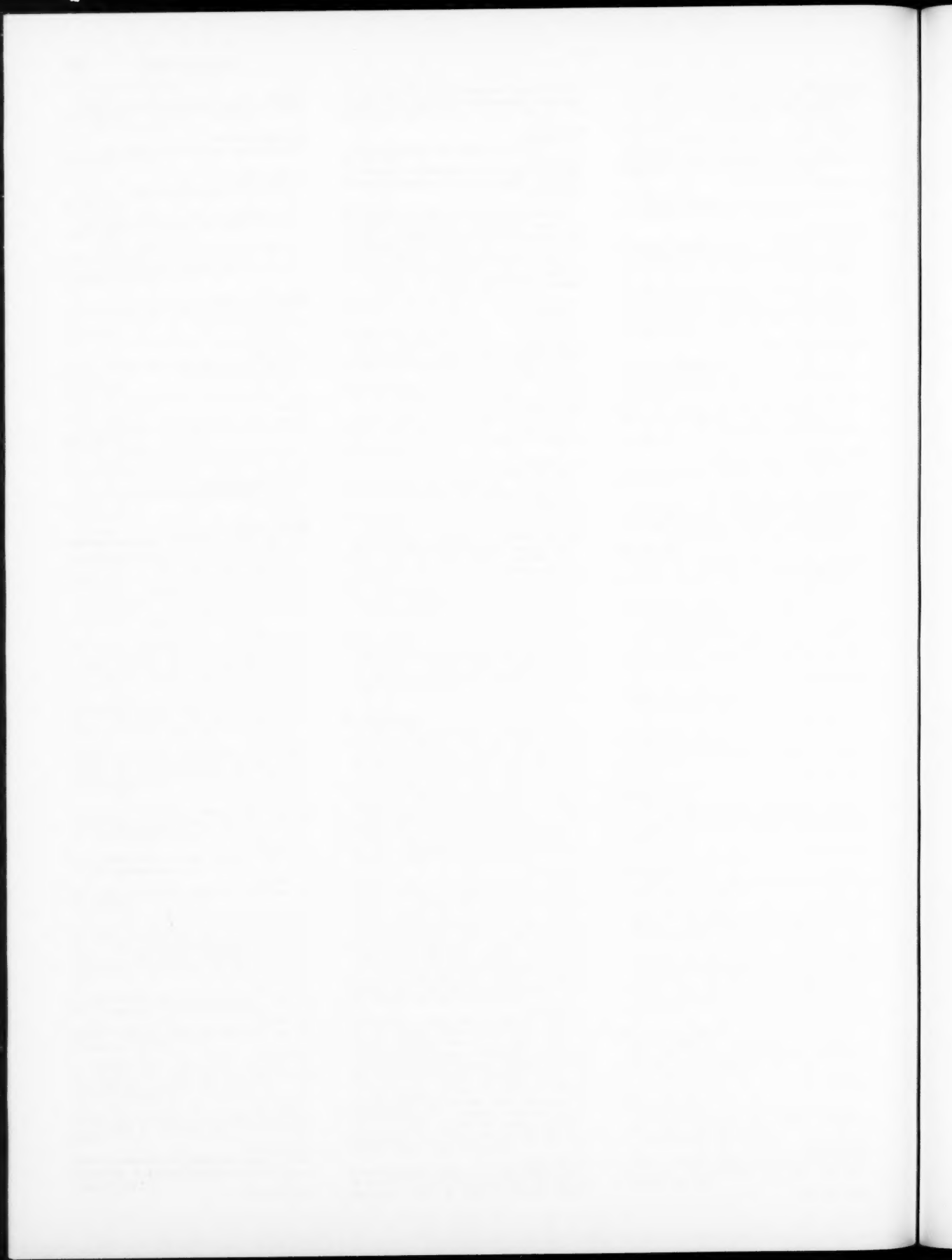
Youth Programs

A New Vision--4-H Work with Disadvantaged Youth.

ED 061 505

Volunteers Help Youth.

ED 061 513



Author Index

231

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number _____ ED 013 371

Abeson, Alan, Ed.

A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children.

ED 061 694

Abramson, Theodore

Observation Instruments and Methodology and Their Application in The Classroom: An Annotated Bibliography.

ED 062 277

Adams, Marlene E.

Advertising and Business Management: Journalism, English.

ED 062 333

Creative Journalism: English, Journalism.

ED 062 332

Adell, B. L.

Collective Bargaining for University Faculty in Canada.

ED 061 901

Aiyer, Arjun K.

The CIMARON System: Modular Programs for the Organization and Search of Large Files. Final Report.

ED 061 978

Aker, George F., Ed.

Resource Development and Utilization in Adult Basic Education. Final Report.

ED 061 482

Alexander, Bill

English Language Arts Curriculum Guide. Early Adolescence, Junior High.

ED 062 315

English Language Arts Curriculum Guide. Late Adolescence, High School.

ED 062 316

Alexander, D. Murray

A Project to Develop Modules of Physics Instruction for Future Technicians.

ED 062 112

Alexander, William M.

Curriculum Planning as It Should Be.

ED 061 585

Altman, Irwin

The Ecology of Home Environments. Final Report.

ED 062 243

Altman, Robert A., Ed.

Credit By Examination. Proceedings from Workshops in the West 1971.

ED 061 897

Andersen, Peter A.

The Effects of Homophilous Hair and Dress Styles on Credibility and Comprehension.

ED 061 748

Andrews, L. O.

Rx for a Healthful State ATE Unit. Occasional Paper No. 2.

ED 062 273

Appel, Marilyn

Assessment of Existing Elementary Science Programs.

ED 062 163

Individualization: An Emergent Concept in Science Instruction.

ED 062 162

Appleman, Michael A.

Math Readiness and Related Considerations.

ED 062 193

Ardoft, David G.

Recent Trends in the Reading Levels of Delinquent Boys.

ED 062 086

Arons, A. B.

Anatomy of a Physical Science Course for Future Elementary Teachers and Non-Science Majors.

ED 062 113

Astin, Alexander W.

Faculty Influences on the College Environment.

ED 061 908

Freshman Class Vacancies in Fall 1971 and Recent Trends in Enrollments of Minority Freshmen. Report of Higher Education Panel Survey # 3.

ED 061 894

Austin, Michael J., Ed.

Continuing Education in Social Welfare: School Social Work and the Effective Use of Manpower.

ED 061 891

Baas, Alan M.

Building Renovation and Modernization. Educational Facilities Review Series Number 4.

ED 061 573

Baca, Reynaldo

Evaluation of E. S. E. A. Title I Compensatory Education Program of the Berkeley Unified School District, 1970-1971.

ED 062 487

Baer, Donald S.

Comparing Two Methods of Teaching Pre-School Children to Read and Spell at an Electric Typewriter, Their Reaction to the Experience, and the Significance to Early Childhood Education. Final Report.

ED 061 724

Baker, Frank B.

The Relation of the Method of Reciprocal Averages to Guttman's Internal Consistency Scaling Model.

ED 062 397

Baker, Jean M.

Bicultural Socialization: A Group Process Approach to Bilingual Instruction; Behavior Observation Schedules.

ED 062 383

Baker, Katherine D.

Teacher Differences as Reflected in Student Aptitude-Achievement Relationships.

ED 062 311

Baldrige, J. Victor

The Analysis of Organization Change: A Human Relations Strategy versus a Political Systems Strategy.

ED 062 287

Environmental Pressure, Professional Autonomy, and Coping Strategies in Academic Organizations.

ED 062 244

Social Science Paradigms and the Study of Complex Organizations.

ED 062 245

Bangs, Tina E.

Staff Training in a Clinical Setting. Volume II, Number 4.

ED 061 659

Bar-Adon, Aaron

Child Bilingualism in an Immigrant Society: Implications of Borrowing in the Hebrew Language of Games.

ED 061 809

Barcikowski, Robert S.

A Study of Attitude Factors for Secondary School Teachers and Teacher Education Students.

ED 062 308

Barclay, James R.

Behavioral and Achievement Correlates of Social Interaction Variables in the Elementary Classroom.

ED 062 394

232 Author Index

- The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children.
ED 062 393
- Barnard, James W.**
Intelligence and the Factorial Structure of Person Perception.
ED 061 529
- Barnes, C. I.**
Report on the Feasibility of an International Serials Data System, and Preliminary Systems Design. Prepared for the UNISIST/ICSU-AB Working Group on Bibliographic Descriptions.
ED 061 954
- Barrios, Alfred A.**
Self-Programmed Control: A New Approach to Learning.
ED 061 924
- Barron, Richard F.**
The Effects of Advance Organizers upon the Reception Learning and Retention of General Science Content.
ED 061 554
- Barry, Mary Myles**
Education for Einstein's World.
ED 062 458
- Barry, Mike**
A Study of an Inservice Program of Evaluation in Escambia County, Florida Public Schools.
ED 062 390
- Bartholomew, Robert**
The Pre-School Child Near Environment: Variable Manipulation and Evaluation.
ED 061 575
- Bayer, Alan E.**
Faculty Influences on the College Environment.
ED 061 908
- Beardsley, Barbara**
Open Plan - Open Education.
ED 061 601
- Beasley, W. Wayne**
Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers.
ED 062 268
- Bentlie, Ian**
Spatial and Modality Effects in Simple Mathematical Computation.
ED 062 194
- Bebb, Jane**
Project Report for 1971-72 Title III Grant to Develop a "Model" High School Counseling Program.
ED 061 546
- Becker, George**
An Evaluation of an Innovative Approach to English Composition Instruction. Phase One.
ED 061 944
- Beeler, Kent O.**
Characteristics of Selected Two-Year Institutions Undergoing Academic Extension: 1958-59 Through 1967-68.
ED 061 875
- Berlin, David M.**
Utilization of Instructional Space.
ED 061 892
- Berryman, Doris L.**
Enhancement of Recreation Service to Disabled Children. Part I. Final Report.
ED 061 670
Enhancement of Recreation Service to Disabled Children. Part II, Recommended Standards with Evaluative Criteria for Recreation Services in Residential Institutions. Final Report.
ED 061 671
Enhancement of Recreation Service to Disabled Children. Part III, Serving Disabled Children: Guidelines for Recreation Agencies. Final Report.
ED 061 672
Enhancement of Recreation Services for Disabled Children. Part IV, Recreation for Disabled Children: Guidelines for Parents and Friends. Final Report.
ED 061 673
- Bertram, Charles**
Demographic and Socioeconomic Data of the Beckley, W. Va. Area and 1968-1971 Development Costs of AEL's Preschool Education Field Study. Technical Report No. 11.
ED 062 049
- Bertram, Charles L.**
A Comparison of AEL's Preschool Education Program with Standard Kindergarten Programs.
ED 062 023
Summative Evaluation of the Appalachia Preschool Education Program.
ED 062 024
- Beyrer, Mary K., Comp.**
A Topical List of Theses and Dissertations in Health Education.
ED 062 119
- Bhaermen, Steve**
No Particular Place to Go: The Making of a Free High School.
ED 061 731
- Biglin, J. E.**
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part I, A Summary of the Research Literature.
ED 062 070
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Chinle].
ED 062 071
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Kams Canyon].
ED 062 072
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Window Rock].
ED 062 073
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Ganado].
ED 062 074
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part II, Parental Attitudes [Kayenta].
ED 062 076
A Study of Parental Attitudes and Values Towards Education on the Navajo and Hopi Reservations. Part III, Parental Values.
ED 062 077
- Bishop, Robert L.**
Measurement of Children's Preferences for the Play Environment.
ED 061 578
- Bjorkaker, Walter T., Ed.**
A Course of Study in Cooperation and Cooperatives.
ED 062 569
- Blackwood, Ralph O.**
The Control of Anti-Social Behavior in Inner-City Classrooms Through the Use of Verbally Mediated Self-Control (Teaching Verbally Mediated Self-Control in the Classroom). Final Report.
ED 062 502
- Blal, Boris, Jr.**
Values and Perceptions of a Private Junior College Faculty: Public Community College Faculties and Students.
ED 061 945
- Blake, Reed H.**
Rumor Construction: An Analysis of a Case History.
ED 061 751
- Blanford, Doris K.**
Authorized Course of Instruction for the Quinmester Program. Mathematics: Pre-Algebra I.
ED 062 181
- Blankenship, Adlen H.**
Teacher Education in Ohio.
ED 062 282
- Blaschke, Charles**
Performance Incentive Remedial Education Experiment. Final Report.
ED 061 646
- Blatt, Burton**
Summary of Massachusetts Study of Educational Opportunities for Handicapped and Disadvantaged Children.
ED 061 678
- Blinn, Herbert**
Social Studies. China: Awakening Giant.
ED 062 253
- Blumenfeld, Marian J.**
Language Arts: Reading for Meaning.
ED 062 100
- Bockman, John F., Ed.**
Individualization of Foreign Language Learning in America: IV. Spring, 1972.
ED 061 828
- Bodley, Dean**
Physical Education Guide for the Exceptional Child.
ED 061 683
- Boeser, Robert**
Work Experience Program Curriculum Guide.
ED 062 313
- Boisvert, Louis**
The Negative "Aspects" of Children's Writing.
ED 062 341
- Boldovici, John A.**
An Evaluation of the Pittsburgh Reading is Fundamental Program.
ED 062 093
- Boris, Richard**
Registration and Scheduling at NIU (Implementing Commercial Software at a Large University.) College and University Machine Records Annual Conference (17th, Columbus, Ohio, May 1972).
ED 061 652
- Bottoms, Gene**
Career Development Education K Through Post-Secondary and Adult Education.
ED 062 580
- Bouldin, Arthur L.**
The Princeton Plan: Beyond the Statistics; Princeton's Investment in Children Provides New Opportunities for All.
ED 062 500
- Bowles, B. Dean**
SEA - LEA Personnel and Financial Resources Assessment Package.
ED 061 594
- Bracken, Paula**
OTIS Basic Index Access System (OBIAS); A System for Retrieval of Information From the ERIC and CIJE Data Bases Utilizing a Direct Access Inverted Index of Descriptors and a Reformatted Direct Access ERIC-CIJE File.
ED 061 979
- Bracy, Randolph, Jr.**
Compensatory Educational Programs--Is There a Place in Higher Education?
ED 062 451
- Bradtke, Louise M.**
Staff Training in an Institutional Setting. Volume II, Number 9.
ED 061 664
- Branch, Roger G.**
Innovation and the Professionalization Process: An Analysis of Dental Education.
ED 061 878
- Braun, Ludwig**
Digital Simulation in Education.
ED 061 744
- Brehman, George E., Jr.**
Attitude Toward School Learning: The Development of a Seventh Grade Level Instrument for Measurement of Goal IV of the

- Pennsylvania Educational Quality Assessment Program.
ED 062 391
- Brice, Edward Warner**
Teaching Adults the Literacy Skills.
ED 061 509
- Bridges, Charles M., Jr.**
A Replication and an Example of Serendipity in Educational Research.
ED 062 396
- Brimer, M. A.**
Wastage in Education: A World Problem. Studies and Surveys in Comparative Education Series.
ED 061 647
- Brookhart, Norma**
Handbook for Volunteer Reading Aides.
ED 061 498
- Brooks, Glenwood C.**
Black Student Enrollment at the University of Maryland, College Park. 1968-1971.
ED 061 893
- Brooks, Glenwood C., Jr.**
A Cross-Cultural Comparison of Danish and U. S. Racial Attitudes.
ED 062 466
Differences in Racial Attitudes of White Males and Females.
ED 062 460
- Brown, Daniel J.**
The Poverty of Educational Administration.
ED 061 582
- Brown, Frank**
Need Satisfaction of Educational Administrators.
ED 061 584
- Brown, H. Douglas**
The Psychological Reality of "Grammar" in the ESL Classroom.
ED 061 845
- Brown, L. Dave**
"Leading Parts" and Organizational Change.
ED 061 605
- Brown, Leander A.**
A Study of Cross-Cultural Groups at Malcolm Price Laboratory School, University of Northern Iowa.
ED 061 537
- Brown, William, Jr.**
Development of a Model Research Dissemination System for State Educational Agencies. Final Report.
ED 061 653
- Brunton, Max**
Right On! New Directions in Language Arts.
ED 062 318
- Brydegaard, Marguerite**
Mathematical Experiencing.
ED 062 168
- Bryson, Juanita**
Comparison of Bilingual Vs. Single Language Instruction in Concept Learning in Mexican-American Four Year Olds.
ED 062 043
- Bugental, James F. T.**
The Human Possibility: An Essay Toward a Psychological Response to the World Macropblems.
ED 061 745
- Bullock, Johanna**
Advertising and Business Management: Journalism, English.
ED 062 333
Newspaper Editing: English, Journalism.
ED 062 334
Newspaper Makeup: Journalism, English.
ED 062 331
- Burden, Carol A.**
Consulting Techniques in Racially Integrated Elementary Schools.
ED 062 485
- Burgess, Phyllis**
A Study of Certain Phases of Undergraduate Teacher Education in NCATE Accredited Institutions.
ED 062 276
- Burma, John H., Ed.**
Mexican-Americans in the United States, A Reader.
ED 062 045
- Burns, William E.**
Public Service Occupations in Career Education. Selected Excerpts and Recommendations of the National Advisory and Review Committee Public Service Occupations Curriculum Project.
ED 062 526
- Burt, Marina K.**
Goof Analysis in English as a Second Language.
ED 061 838
- Burt, Samuel M.**
Strengthening Volunteer Industry Service to Public Education. A Basic Manual for School Administrators and Business Executives. A Staff Paper.
ED 062 528
- Bushnell, David S.**
Report From Project Focus: Strategies for Change.
ED 061 929
- Buskey, John H.**
1969 Institute on Instructional Television and Adult Basic Education. Final Narrative Report.
ED 061 485
- Busse, Bonnie B.**
Innovation in the Professional Preparation of Foreign Language Teachers.
ED 061 847
- Butzow, John**
Research Review Series, Science Paper 3. A Summary of Research in Science Education for the Years of 1965-67, College Level.
ED 062 214
- Byrnes, James C.**
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- Caldwell, Florin L.**
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- Cannon, Mildred S.**
Residential Treatment Centers for Emotionally Disturbed Children, 1969-1970.
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An Investigation in the Learning of Relational Properties by Kindergarten Children.
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- Carmichael, Dennis**
The California Teacher Development Project for Systems of Individualized Instruction: Individualizing Inservice Education.
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- Carpenter, Thomas P.**
The Relation Between the Development of Certain Conservation and Measurement Concepts.
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- Carrington, L. D.**
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- Carter, D. D.**
Collective Bargaining for University Faculty in Canada.
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- Casler, Al**
Social Studies for EMR Pupils: A Course of Study for Senior High Schools.
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- Caughren, Harry J., Jr.**
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- Caylor, John S.**
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- Chan, James Y.**
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- Chapman, Kenneth**
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ED 062 143
Modern Chemical Technology, Volume 8.
ED 062 144
Modern Chemical Technology, Volume 9.
ED 062 145
- Charles, John P.**
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- Charters, Alexander N., Ed.**
International Seminar on Publications in Continuing Education.
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- Chase, Clinton I.**
Academic Talent and Grade Achievement of Graduates.
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- Cheek, King V.**
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- Christian, Jane**
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- Chuang, Ying C.**
Cost Considerations in Educational Analysis.
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An Educational Planning System: Cost-Effectiveness Approach.
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- Civikly, Jean M.**
The Language Code of the Child.
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- Clark, George M., Ed.**
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- Clark, Margaret**
Health in the Mexican-American Culture, A Community Study.
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- Cohen, Florence, Ed.**
Accountability English Style: Dialogue, a Two-Way street, The Cards on the Table.
ED 062 353
- Cohen, Stanley R.**
Ed. D. in Educational Administration. Revised.
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- Cole, Michael**
The Cultural Context of Learning and Thinking: An Exploration in Experimental Anthropology.
ED 062 465
- Coleman, James S.**
How Do the Young Become Adults?
ED 061 556
- Coles, Gary J.**
Evaluating the Potential of Films for Improving Self-Image in Minority Group Children. Final Report.
ED 061 726
- Colmey, James W.**
West Tennessee Research Development Consortium. Final Report.
ED 061 920

234 Author Index

- Conroy, William G., Jr.**
An Integrated State and Local Management and Information System for Occupational Education in Massachusetts. A Monograph.
ED 062 553
- Cooke, Robert A.**
Change Agents and Social System Change.
ED 061 641
- Cotton, Michael**
Social Studies: The United States in Asia, Past and Present.
ED 062 250
- Coughlan, Robert**
A Training and Development Program for Administrative Change in School Systems.
ED 061 639
- Coughlan, Robert J.**
Implementing the Change Team Concept.
ED 061 640
- Counells, James Steve**
Tuition Pricing: An Instructional Factors Matrix Approach.
ED 061 869
- Crain, Robert L.**
Causes and Effects of School Board Recruitment Patterns. Final Report. Revised.
ED 061 633
- Crist, Janet**
Group Dynamics and the Teacher-Student Relationship: A Review of Recent Innovations.
ED 062 292
- Cropley, A. J.**
Computers, Remote Teleprocessing and Mass Communication.
ED 061 735
- Cross, K. Patricia**
New Students and New Needs in Higher Education.
ED 061 909
- Crotty, Curtis**
The Language of Man. Book 5. Teacher's Manual.
ED 061 760
The Language of Man. Book 6. Teacher's Manual.
ED 061 762
- Cunningham, J. W.**
The Development of the Occupation Analysis Inventory: An "Ergometric" Approach to an Educational Problem.
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Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory.
ED 062 541
Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory.
ED 062 543
- Cunningham, Jay L., Ed.**
The Organization and Search of Bibliographic Records: Component Studies. Final Report.
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- Dagenais, F.**
Student Demonstrations in a Multi-Racial High School: The Case of Berkeley.
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- Dahnke, Harold L.**
Academic Support Facilities. Higher Education Facilities Planning and Management Manual Four. Revised.
ED 061 625
Classroom and Class Laboratory Facilities. Higher Education Facilities Planning and Management Manual Two. Revised.
ED 061 623
General Support Facilities. Higher Education Facilities Planning and Management Manual Five. Revised.
ED 061 626
Higher Education Facilities Planning and Management Manuals, Nos. 1-7. Revised.
ED 061 621
Higher Education Facilities Planning and Management: An Overview. Higher Education Facilities Planning and Management Manual One. Revised.
ED 061 622
- Office and Research Facilities. Higher Education Facilities Planning and Management Manual Three. Revised.
ED 061 624
Program Planning and Analysis: The Basis for Institutional and Systemwide Facilities Planning. Higher Education Facilities Planning and Management Manual Six. Revised.
ED 061 627
Reference Guide. Higher Education Facilities Planning and Management Manual Seven. Revised.
ED 061 628
- Damron, Wilbur T.**
Uses of Video Tape in Sociometric Testing at the North Hills Project.
ED 061 746
- Danaher, Brian G.**
Imagery Assessment by Means of Self-Report and Behavioral Measures.
ED 061 557
- Daniels, R. W.**
Automated Operator Instruction in Team Tactics.
ED 061 705
- Daugherty, Ronald, Comp.**
Proceedings of the National Seminar for State Directors of Community-Junior Colleges (January 10-11, 1972). Final Report.
ED 062 520
- Davenport, Lawrence F.**
Mandamus for Change in Student Services.
ED 062 455
- Davis, Donald G., Jr.**
The American Medical Association and the American Library Association; A Study of Developing Organizational Structure.
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- Davis, Eddie Moore**
Industrial Arts for Mentally Retarded Students in Junior and Senior High Schools of Missouri.
ED 062 511
- Davis, James A.**
Career Preferences of Graduate Students.
ED 061 877
- de Angeli, Gerard**
An Experiment in Developing the Ability of Disadvantaged Adult Learners to Perform Verbal Logical Operations.
ED 061 487
- Deichmann, John**
Spatial and Modality Effects in Simple Mathematical Computation.
ED 062 194
- Denker, Joel**
No Particular Place to Go: The Making of a Free High School.
ED 061 731
- Dennis, Virginia C.**
Application of an Anthropological Technique to Desegregated Schools.
ED 062 501
- Dennison, John D.**
The Impact of Community Colleges. Socio-Economic Survey: Students Entering Post-Secondary Education in British Columbia, Fall 1971.
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- DePetro, Henry**
"Operation Bridge"—An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. First Interim Report.
ED 062 549
- Dethlefsen, Edwin S.**
Anthropology Curriculum Study Project. Teacher Service Materials. Students and Teachers: Strategies for Discussion. What is Anthropology: Four Samples.
ED 062 263
- DeVaughn, J. Everette**
Policies, Procedures and Instruments in Evaluation of Teachers and Administrator Performance.
ED 061 607
- DeVito, Joseph**
The Language Code of the Child.
ED 062 328
- DeVries, David L.**
The Relationship of Role Expectations to Faculty Behavior.
ED 061 912
- DeWitt, Laurence B.**
The Supply and Demand for Graduates of Higher Education: 1970 to 1980.
ED 061 879
- Dickinson, William B., Jr., Ed.**
Editorial Research Reports on Health Topics.
ED 062 190
- Dietrich, T. Stanton**
Florida's Urbanized Rural Population: Implications for Planning. The Florida State University Governmental Research Bulletin, Volume VIII, Number 3.
ED 062 044
- Dillman, Frederick E., Jr.**
Instructional Objectives: Specificity and Behavior.
ED 061 704
- Dinsmore, John**
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- Di Pietro, Robert J.**
Bilingualism and Bidialectalism.
ED 061 824
- Doares, Juanita S.**
Report on Survey of Subscription Agents Used by Libraries in New York State Conducted by the Technical Committee in 1970.
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- Dodge, James W., Ed.**
Other Words, Other Worlds: Language-in-Culture. Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages.
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- Dole, Arthur A.**
Occupational Aspirations of Black and White Parents for Their Recently Graduated Children.
ED 062 486
- Donelson, Ken, Ed.**
Student Teaching in English.
ED 062 329
- Doversberger, Betty**
An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics in Illinois Junior Colleges, Phase I.
ED 061 933
An Analysis of the Practices in the Teaching of Technical Mathematics and Technical Physics, Phase II.
ED 061 934
- Dow, Tsung I.**
The Impact of Chinese Students Returned from America. With Emphasis on the Chinese Revolution, 1911-1949.
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- Doyle, Brian, Comp. and Ed.**
The Who's Who of Children's Literature.
ED 062 339
- Dressel, Paul L.**
Liberal Education and Journalism.
ED 062 337
- Drews, Elizabeth M.**
Policy Implications of a Hierarchy of Values.
ED 061 747
- Dreyfus, Daniel A.**
A Definition of the Scope of Environmental Management.
ED 062 110
- Driscoll, Brian**
College Admission Opportunities and the Public Offender.
ED 061 906
- Dubel, Robert Y.**
Collective Negotiations: "Why Didn't Someone Tell Me?"

- Duette, Joseph**
Locus of Control and Levels of Aspirations in Black and White Children. ED 061 612
- DuNann, Deborah H.**
Investigation of Individualized Instruction for Large College Classes. Final Report. ED 061 528
- Dunbar, Artice**
Testing for Air Pollution. ED 061 915
- Dunbar, Laird J.**
Grants Management in Education: Federal Impact on State Agencies. ED 062 122
- Duncan, Robert B.**
Criteria for Type of Change-Agent in Changing Educational Organizations. ED 061 649
- Dunfee, Maxine**
Ethnic Modification of the Curriculum. ED 061 642
- Dunn, Walter L.**
Integration of Three New Teaching Techniques in an Introductory Computer Course. ED 062 469
- Durstine, Richard M.**
Datafiles for Computerized Vocational Guidance: Requirements, Preparation, Use. Information System for Vocational Decisions. Project Report No. 15. ED 061 728
- Dutton, Donnie**
ABE Staff Development in Middle Tennessee. ED 061 560
- DuVall, Charles R.**
Follow-Up Study of 1967-1971 Graduates of Indiana University at South Bend. ED 061 488
- Dziuban, Charles D.**
An Investigation in Educational Resource Allocation in School Districts. ED 061 832
- EARLY, L. F.**
FM Radio: An Oral Communication Project for Migrants in Palm Beach County. ED 061 602
- Eastman, Esther M.**
Police Education in American Colleges and Universities: A Search for Excellence. Final Report. ED 061 739
- Eble, Kenneth E.**
Preparing College Teachers of English. ED 061 916
- Edwards, Howard**
Evaluation of the Third Year of Operation of the Contra Costa College Mobile Counseling Center. ED 062 321
- Egeland, Byron**
Teaching Children to Discriminate Letters of the Alphabet Through Errorless Discrimination Training. ED 061 927
- Ehri, Linnea C.**
Antonym Adjective Contexts and the Facilitation of Noun Pair Learning in Children. ED 062 085
- ElLansi, M. I.**
A Methods Course for Prospective Teachers of English in Desegregated High Schools. ED 061 915
- Elliott, Jacqueline C.**
Language and Culture in Harmonious Performances. ED 061 848
- Elliott, Walter E.**
Student Perceptions of College Physics and Physics Teachers. ED 062 122
- Engel, Madeline H., Ed.**
The Italian Experience in the United States. ED 061 612
- Engelbart, D. C.**
Advanced Intellect-Augmentation Techniques. ED 062 472
- Ensey, Lowell**
The Effect on Teaching Performance of Two Training Techniques in the Knowledge of Concept Moves. ED 061 732
- Erger, Donald V.**
The Effect of Informal and Formal British Infant Schools on Reading Achievement. ED 062 142
- Eriksen, Aase**
Scattered Schools. ED 062 011
- Evans, Maureen**
Differences in the Verbal Behavior of College Supervisors Using The Blumberg System for Analyzing Supervisory Conferences and College Supervisors Using No Systematic Analysis. ED 061 880
- Evans, Robert C., Jr.**
Development of a Model Research Dissemination System for State Educational Agencies. Final Report. ED 062 295
- Everitts, Eldonna L., Ed.**
English and Reading in a Changing World. ED 061 653
- Farling, William H.**
National, Regional, and State Survey of School Psychologists. ED 062 336
- Farning, Max**
Some Variables Why so Few High School Graduates Attend Post-High School Area Vocational Schools. ED 061 553
- Fasana, Paul J., Ed.**
Collaborative Library Systems Development. ED 062 498
- Fastman, Jerry**
Student Generated Section, Course and Alternate Requests as the Keystone of a Computer Based, Student Responsive, Advance Registration and Scheduling System. College and University Machine Records Annual Conference. (17th, Columbus, Ohio, May 1972.) ED 061 959
- Feld, Merle, Ed.**
ERIC Documents on the Teaching of English, Volume Seven: July-December 1971. ED 061 651
- Feldhusen, John F.**
Early Identification of Delinquency Prone Youth. The Eau Claire County Youth Study, Phase IV, 1969-1972. ED 062 059
- Feldmesser, Robert A.**
Problems and Promises in Performance Contracting. ED 062 320
- Fennessey, Gail M.**
Simulation, Gaming, and Conventional Instruction: An Experimental Comparison. ED 062 369
- Fernald, Peter S.**
Investigation of Individualized Instruction for Large College Classes. Final Report. ED 061 303
- Ferri, Henry J.**
Evaluation of the Use of Various Types of Incentives in Educational Programs. ED 061 915
- Field, Frank L.**
Information System for Vocational Decisions—On the Concept of Purpose. ED 062 387
- Florino, A. John**
A Study of Educational Knowledge Diffusion and Utilization. ED 061 534
- Flannery, J. Harold**
School Desegregation Law: Development, Status, and Prospects: Ohio Department of Education, Office of Equal Educational Opportunity, Mini Journal, Volume 4, Number 2. ED 062 489
- Fletcher, Wallace J.**
A Tentative Career Development Curriculum and Its Implications for the Patterning of Supervisory Responsibilities in the Information System for Vocational Decisions. Information System for Vocational Decisions. Project Report Number 10. ED 061 882
- Fogle, Catherine, Ed.**
International Directory of Population Information and Library Resources, First Edition. ED 062 185
- Folk, Michael**
A Critical Look at the Cross Impact Matrix Method. A Research Report. ED 061 635
- Follett, Joseph F.**
Effects of Grammatical Factors and Amount of Material on Memorizing Paragraphs, Sentences, and Word Lists. ED 062 346
- Foreman, Laurie K.**
Social Studies: American Indian. ED 062 254
- Foskett, D. J.**
Special Libraries. ED 061 955
- Foulke, Emerson, Ed.**
Proceedings of the Second Louisville Conference on Rate and/or Frequency-Controlled Speech (Louisville, Kentucky, October 22-24, 1969). ED 061 682
- Frank, Josette**
Television: How to Use it Wisely With Children. Third Revised Edition. ED 061 703
- Fray, Dorothy A.**
Discovery Learning Versus Expository Learning: New Insight into an Old Controversy. ED 061 532
- Frederiksen, H. Allan**
Community Access Video. ED 061 767
- Freudenstein, Reinhold**
Englisch an Gesamtschulen: Handbuch zum Fremdsprachenunterricht, 7. Schuljahr (English in Comprehensive Schools: A Handbook for Foreign Language Instruction, Grade 7). ED 061 777
- Friedman, Burton D.**
Grants Management in Education: Federal Impact on State Agencies. ED 061 649
- Friedman, David**
The Use of Pattern Analysis for the Prediction of Achievement Criteria. ED 061 648
- Friend, Jamesine E.**
Computer-Assisted Instruction for the Deaf at Stanford University. Annual Report. ED 062 366
- Friendly, Michael L.**
Proximity Analysis and the Structure of Organization in Free Recall. ED 061 775
- Gale, Irma F.**
The Negative "Aspects" of Children's Writing. ED 062 373

- Gans, Thomas G.**
Teachers' Militancy, the Potential for It, and Perceptions of School Organizational Structure. ED 062 272
- Garcia, Sandra Anderson**
Colonialism in the Classroom: Teaching "Good" Grammar to Black Children. ED 061 820
- Gardner, Thomas D.**
Intelligence and the Factorial Structure of Person Perception. ED 061 529
- Garfinkle, Gary**
Authorized Course of Instruction for the Quinmester Program. Science: Design for Living. ED 062 211
- Garrison, William Douglas**
The Relationship Between School Organization and Teachers' Authoritarian Attitudes. Final Report. ED 062 294
- Garvin, Alfred D.**
Confidence Weighting. ED 062 401
- Geduld, Harry M., Ed.**
Film Makers On Film Making. ED 061 702
- Getz, Howard G.**
Paraprofessionals in the English Department. ED 062 322
- Geyer, John J.**
Implications of Information Processing to Reading Research. ED 062 089
- Gezi, Kal**
Parent and Community Participation in Compensatory Education Through District Advisory Committees in California. A Progress Report. ED 062 467
- Gibson, Madelyn**
Language Arts: Acceleration. ED 062 099
- Giffard, E. O.**
Cartographic Symbolism and Very Young Children. ED 062 238
- Gilbert, John**
New Code, Old Problems; A Critical Discussion of Some Aspects of the Anglo-American Cataloguing Rules (1967). ED 061 958
- Giles, W. H.**
Cultural Contrasts in English-French Bilingual Instruction in the Early Grades. ED 061 810
- Gillie, Angelo C.**
Marine Technology Programs: Where We Are and Where We're Going. ED 062 111
- Givens, Paul R.**
Student-Designed Curricula. ED 061 917
- Glick, Irvin David**
Assessment of an Intervention Curriculum Unit in Intergroup Education. ED 062 450
- Gold, Ben K.**
An Ex Post Facto Needs Assessment Using a Modified Delphi Technique to Determine the Goals of a Community College Learning Resources Center. ED 061 923
- Goldstein, Herbert**
The Social Learning Curriculum: How to Use, Evaluate, and Field Test. ED 061 677
- Gomes da Costa, B.**
The Design and Execution of a Language Testing Programme at University Level in the United Kingdom. ED 061 819
- Goodman, Barbara Ettinger**
A Tentative Organizational Schema for Decision-Making Problems. ED 061 588
- Gordon, Kenneth Glenn**
A Taxonomy of Marine Technicians and Technologists and the Implications for Training Them. ED 062 509
- Gordon, Sol**
Compensating, Remediating, Innovating and Integrating: Illusions of Educating the Poor. ED 062 482
- Gorman, Howard**
Materials Prepared All or in Part as Result of Office of Education Small Research Grant OEG-9-9-120076-0050(057) [To Navajo Community College]. ED 062 053
- Gottlieb, David, Ed.**
America's Other Youth: Growing up Poor. ED 062 478
- Gotts, Ernest A., Comp.**
A Bibliography Related to Early Childhood Education, Child Development, and Preschool Handicapped Children. Volume II, Number I. ED 061 687
- Gougher, Ronald L., Ed.**
Individualization of Foreign Language Learning in America: IV. Spring, 1972. ED 061 828
- Gould, Edward**
High School Students as Social Scientists. ED 062 230
- Gould, Samuel B.**
Less Talk, More Action: The Dangers and Possibilities of the External Degree. ED 061 872
- Graber, Richard A.**
Achievement as a Function of External Organizers and Organizing Ability. ED 062 196
- Greaves, Monica A.**
Librarianship; A Faceted Classification Scheme as a Teaching Aid. ED 061 987
- Green, Bert F., Jr.**
Comparison of the Factor Structure of Guttman-Weighted vs. Rights-Only-Weighted Tests. ED 062 389
- Green, Robert L.**
Urban America and Crucial Issues Facing Higher Education. ED 062 454
- Greenberg, Selma B.**
Attitudes towards Increased Social, Economic and Political Participation by Women as Reported by Elementary and Secondary Students. ED 061 538
- Greene, John F.**
Scoring Creativity Tests by Computer Simulation: A Validation of Prediction Equations. ED 062 403
- Grotelueschen, Arden**
The Direction of the Effect of Questions in Prose Materials. ED 061 539
- Grunig, James E.**
Organizational Communication and Social Action. ED 061 730
- Guinyard, Allene J.**
Where the Books Are: English. ED 061 988
- Gulassa, Cyril M.**
Phase One: Study of Objectives for English 1A Classes. Transfer Level Composition at De Anza College. ED 061 943
- Gunne, Manuel G.**
Exceptional Graduate Admissions at the Pennsylvania State University. ED 061 889
- Gunselman, Marshall, Ed.**
What Are We Learning About Learning Centers? ED 061 967
- Gutcher, G. Dale**
A Survey of Post-Secondary Vocational-Technical Teachers in Texas. ED 062 533
- Haddox, John**
Los Chicanos: An Awakening People. Southwestern Studies, Monograph No. 28. ED 062 054
- Hagelberg, Milton J.**
The Continuing Education Needs of Clergymen in Michigan. ED 061 519
- Hagerty, Katherine**
Abstracts as a Basis for Relevance Judgment. ED 061 973
- Haggart, Sue A., Ed.**
Program Budgeting for School District Planning. ED 061 654
- Halacy, D. S., Jr.**
Now or Never. The Fight Against Pollution. ED 062 132
- Hale, James A.**
A Review and Synthesis of Research on Management Systems for Vocational and Technical Education. ED 062 505
- Halnen, Andrew**
Environmental Awareness Sampler. ED 062 121
- Ham, Pamela S.**
Social Studies: Life in the Soviet Union. ED 062 252
- Hamann, Julianna M.**
Environmental Education, A Teacher's Guide with Inquiry and Value Seeking Strategies. ED 062 182
- Hamilton, Dave**
A Guide to the Negro Newspapers on Microfilm: A Selected List. ED 062 240
- Hamilton, Martha S.**
An Interval Estimate for Statistical Inference about True Scores. ED 062 384
- Hansen, Niles M.**
Rural Poverty and the Urban Crisis. A Strategy for Regional Development. ED 062 058
- Hanson, Paul S.**
Social Studies; Colonial America. ED 062 251
- Harari, Maurice**
Global Dimensions in U.S. Education: The University. ED 061 911
- Harcckham, Laura D.**
The Effect of Informal and Formal British Infant Schools on Reading Achievement. ED 062 011
- Harkins, Arthur M.**
Indians and Their Education in Minneapolis and St. Paul. The National Study of American Indian Education, Series II, No. 5, Final Report. ED 062 057
- Harper, Maxwell**
Starting and Managing an Employment Agency. ED 062 551
- Harris, Albert J.**
Rationale and Description of "Basic Elementary Reading Vocabularies." ED 062 091

- Harrow, Thomas L.**
An Investigation in Educational Resource Allocation in School Districts. ED 061 602
- Harsh, J. Richard**
Diagnostic Mathematics [Form A, Form B, and Test Manual]. ED 062 174
- Harvey, Donald J.**
Overt and Covert Verbalization in Problem Solving. ED 062 001
- Hashimoto, Anne Yue**
A Guide to the Tai-shan Dialect. ED 061 855
A Guide to the Teng-xian Dialect. ED 061 856
- Hashimoto, Mantaro J.**
A Guide to the Shanghai Dialect. ED 061 851
A Guide to the Wen-ch'ang and Ting-an Dialects. ED 061 854
- Hatch, Evelyn**
The Five-Year-Old's Comprehension of Expanded and Transformed Conjoined Sentences. ED 061 781
- Hauck, Marian K.**
The Case for Descriptive Writing. ED 062 352
- Haughey, Charles F.**
Project English Summaries, March 1970. ED 062 324
- Havelock, Ronald G.**
Bibliography on Knowledge Utilization and Dissemination. ED 061 466
- Haven, Elizabeth W.**
Factors Associated with the Selection of Advanced Academic Mathematics Courses by Girls in High School. ED 062 173
- Hawkes, Thomas H.**
"An Experimental Field Study of the Impact of Nonverbal Communication of Affect on Children from Two Socio-Economic Backgrounds." ED 061 550
- Hayden, Alice H.**
Staff Training in a University Setting (With Emphasis on Behavior Modification). Volume III, Number 3. ED 061 658
- Hayes, Eloise**
Creative Expression Among Ethnic Groups in Hawaii. ED 061 736
- Hedges, Gerald A.**
A Survey of Compensation Practices for Duties Beyond the School Day 1971-72. ED 062 284
- Hedl, John Joseph, Jr.**
An Evaluation of a Computer-Based Intelligence Test. ED 061 722
- Heggy, Joan**
Social Studies; Politics and Revolution. ED 062 248
- Heinsohn, Annie L., Ed.**
America's Other Youth: Growing up Poor. ED 062 478
- Henderson, Jim, Ed.**
Catalog of Audiovisual Materials Related to Rehabilitation. ED 061 511
- Hendrickson, Gerry F.**
Comparison of the Factor Structure of Guttman-Weighted vs. Rights-Only-Weighted Tests. ED 062 389
- Henry, Marvin A.**
Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers. ED 062 268
- Hensley, James**
The Relationship between Anomia and Participation in Adult Basic Education. ED 061 483
- Herbert, Charles H., Jr.**
Initial Reading in Spanish for Bilinguals. ED 061 813
- Herndon, Mary Anne**
Comprehension of Telegraphic Prose. ED 062 090
- Hershberger, Robert G.**
Predicting the Meaning of Designed Environments. ED 061 574
- Herzog, Elizabeth**
The Young Family: Some Perspectives. ED 062 009
- Hewitt, Raymond G., Ed.**
Public Policy for the Financing of Higher Education: Proceedings. ED 061 910
- Higgins, A. Stephen**
The Junior College Faculty in Oklahoma. ED 061 939
- Hiles, Dorothy**
Social Studies. Teenage Living: Home and Family Education. ED 062 247
- Hilt, Anne C.**
The Mod World of Leather I (Tentative Course Outline), Art Education. ED 062 360
- Hilton, Lewis B., Ed.**
Missouri Journal of Research in Music Education, Volume II, Number 5. ED 062 361
- Hindley, M. Patricia**
Neighbourhoods of the Air. ED 061 737
- Hines, Brainard W.**
Analysis of Visual Perception of Children in the Appalachia Preschool Education Program. ED 062 019
Attainment of Cognitive Objectives. ED 062 017
Detailed Analysis of the Language Development of Children in AEL's Preschool Education Program. ED 062 018
- Hird, H. Richard**
Characteristics of Graduates and Dropouts from Government-Sponsored On-the-Job Training Programmes. ED 062 566
- Hitt, Homer L.**
Papers Presented at the Research Coordinating Unit Directors Conference (7th, New Orleans, La., March 22-23, 1972). ED 062 558
- Hoedt, Kenneth C.**
National, Regional, and State Survey of School Psychologists. ED 061 553
- Hoffman, Herbert J.**
Evaluation of Selected Aspects of Project 750. Final Report. ED 061 695
- Hoffman, Melvin J.**
Phonology: Its Role in the Second Dialect Classroom. ED 061 822
- Hoke, Gordon**
Involving Parents in Programs of Educational Reform. ED 061 998
- Holmes, Rose**
Organizing Audio-Visual Instructional Materials in the Madison Public Schools. ED 062 260
- Holt, Raymond M.**
Periodicals for the Asking: A Plan for a Periodicals Network; A Survey Report of Five California Counties Made for the 49-99 Cooperative Library System. ED 061 960
- Honeycutt, Joan K.**
The Effects of Verbal Rewards and Punishment on Subject-Matter Growth of Culturally Disadvantaged First Grade Children. ED 062 499
- Honig, Alice S.**
Infant Development Research: Problems in Intervention. ED 062 008
- Hood, Paul D.**
A Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education. ED 062 271
- Hooper, Mary Evans**
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1969-70. ED 061 898
- Hoover, Mary R.**
The Development of Awareness of the Black Standard/Black Nonstandard Dialect Contrast Among Primary School Children: A Pilot Study. Research and Development Memorandum Number 83. ED 062 464
- Hoover, Mary Rhodes**
The Effect of Pattern Practice and Standard/Non-Standard Dialect Contrast on Language Achievement Among Black Children. Research and Development Memorandum, Number 87. ED 062 504
- Horowitz, Stanley A.**
The Relative Costs of Formal and On-the-Job Training for Navy Enlisted Occupations. ED 061 510
- Houghton, Judy H.**
Reading the Newspaper: Language Arts. ED 062 335
- Howard, Alan**
Education in 'Aina Pumehana: the Hawaiian-American Student as a Hero. Final Draft. ED 062 491
- Howsam, Robert**
The Governance of Teacher Education. ED 062 270
- Hoyt, Cyril J.**
The Relation of the Method of Reciprocal Averages to Guttman's Internal Consistency Scaling Model. ED 062 397
- Hoyt, Kenneth B.**
Career Education. What It Is and How To Do It. ED 062 573
- Hsu, Francis L. K.**
The Challenge of the American Dream: The Chinese in the United States. ED 062 477
- Hubbell, Ned**
The Conference Planner: A Guide to Good Education Meetings. ED 061 579
- Hunt, Gary T.**
A Practical Model for the Use of Simulation in Speech Education. ED 062 327
- Hutchison, Charles W. L.**
Classified School Employees: Factors Influencing Their Attitudes Toward Work. Research Development Service Bulletin. ED 061 619
- Illich, Ivan**
Deschooling Society. ED 061 729
- Inskeep, James E., Jr.**
Mathematical Experiencing. ED 062 168

238 Author Index

- Iona, Mario**
Accuracy and/or Teachability of Texts. ED 062 172
Is Physics Easier if Taught Incorrectly? ED 062 171
- Ivany, J. W. George, Ed.**
Environment: Readings for Teachers. ED 062 188
- Jackson, Rex**
Effects of Item Option Weighting on Validity and Reliability of Shortened Forms of the GRE Aptitude Tests. ED 062 402
- Jacobson, Joan L., Ed.**
A Guide for Assessing the Feasibility of Differentiated Staffing. ED 062 266
- Jacobson, Milton D.**
Developing and Comparing Elementary School Word Lists by Computer. ED 062 102
- Jakobovits, Leon A.**
On Becoming a Language Teacher. ED 061 830
- Jaslow, Carol, Comp.**
Searchlight: Relevant Resources in High Interest Areas. Counseling the Aging. 11R Retrospective Search. ED 061 572
- Jauregui S., Beto**
Un modelo de coordinacion en la ensenanza del ingles en un mismo nivel de conocimientos (A Model of Coordination in the Teaching of English at a Given Level of Achievement). ED 061 804
- Jelden, D.L., Ed.**
Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education. ED 062 560
- Jenkins, Jerry A.**
Elementary School Science Programs: Pupil and Teacher Attitudes. ED 062 146
- Jenkins, William A.**
PPBS and Its Implications for You. ED 061 615
- Jensen, Arthur R.**
Improving the Assessment of Intelligence. ED 062 483
- Jensen, Glenn S.**
A Report on the 1968 Adult Basic Education Institute for Administrators in Region VIII. ED 061 469
- Johnson, Granville B.**
Evaluation for Teaching. ED 062 372
Evaluation of the University of South Alabama College of Education Teacher Training Program by Analyses of Its Alumni, 1969. ED 062 371
- Johnson, Paul E., Ed.**
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- Johnson, Robert M.**
Automated Training Evaluation (ATE). Final Report. ED 061 710
- Johnson, Ronald E.**
Rater's Predictions of the Recallability of Expository Prose as Related to Actual Recall. ED 062 103
A Series of Experiments Concerning the Relationship between Learning and the Structural Importance of Linguistic Subunits. Final Report. ED 062 319
- Johnson, Sharon Counts**
Flexible-Modular Scheduling. Educational Management Review Series Number 4. ED 061 580
- Johnson, Timothy**
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- Jones, Elizabeth**
The "Politics" of Day Care. ED 062 013
- Jordan, Abbie H.**
Reading Instruction for Disadvantaged Children. ED 062 105
- Joyce, Bruce R.**
Models of Teaching as a Paradigm for Teaching Education. ED 062 301
- Judy, Stephen, Ed.**
Lecture Alternatives in Teaching English. ED 062 326
- Jung, Steven M.**
Individually Prescribed Instruction--Mathematics (IPI--Math). Product Development Report No. 17. ED 062 183
- Kagan, Spencer**
Experimental Analyses of Cooperation and Competition of Anglo-American and Mexican Children. ED 062 041
Rivalry in Anglo-American and Mexican Children of Two Ages. ED 062 042
- Kallenbach, Warren**
The California Teacher Development Project for Systems of Individualized Instruction: Individualizing Inservice Education. ED 062 297
- Kantor, Robert E.**
Implications of a Moral Science. ED 061 738
- Kaplan, R.**
The Effect of Presenting Objectives Prior to Text. ED 062 398
- Karabinus, Robert A.**
Registration and Scheduling at NIU (Implementing Commercial Software at a Large University.) College and University Machine Records Annual Conference (17th, Columbus, Ohio, May 1972). ED 061 652
- Karnes, Merle**
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- Karnes, Merle B.**
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- Katiyar, S. N., Eds.**
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- Kaye, Bernard W.**
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- Keating, Daniel P.**
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- Kelly, Thomas F.**
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- Kemp, Jerrold E.**
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- Kent, Ruth Kimball**
The Language of Journalism: A Glossary of Print-communications Terms. ED 062 323
- Kern, Richard P.**
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- Kidder, Mary Jane, Comp.**
Searchlight: Relevant Resources in High Interest Areas. School Discipline and Civil Rights. IR Retrospective Search. ED 061 563
Searchlight: Relevant Resources in High Interest Areas. Counseling the Pregnant Teenager. 2R Retrospective Search. ED 061 564
Searchlight: Relevant Resources in High Interest Areas. Articulation. 3R Retrospective Search. ED 061 565
Searchlight: Relevant Resources in High Interest Areas. Counseling for Drug Abuse. 4R Retrospective Search. ED 061 566
Searchlight: Relevant Resources in High Interest Areas. Counseling for Achievement Motivation. 5R Retrospective Search. ED 061 567
Searchlight: Relevant Resources in High Interest Areas. Improving Counselor Public Image. 6R Retrospective Search. ED 061 568
Searchlight: Relevant Resources in High Interest Areas. Program Evaluation and Accountability. 7R Retrospective Search. ED 061 569
Searchlight: Relevant Resources in High Interest Areas. Parent Counseling. 8R Retrospective Search. ED 061 570
Searchlight: Relevant Resources in High Interest Areas. Students as Resources. 10R Retrospective Search. ED 061 571
- Kim, Yunggho**
Distar Instructional System. ED 061 632
- King, Gordon A.**
System for Inter-Agency Coordination in Adult Education. ED 061 473
- King, Sue J.**
Problem Areas in Occupational Education for the 1970's. ED 062 544
- Kintzer, Frederick C.**
From High School to Community College--A Vital Link in the Articulation Process. ED 061 935
- Kirkland, Majorie H.**
Retarded Children of the Poor: A Casebook. ED 061 667
- Klausmeier, Herbert J.**
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- Kleiner, George**
Development of Specifications for a Low Cost Computer System for Secondary Schools. Final Report. ED 061 768
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- Knoell, Dorothy M.**
The "New Student" in the Community Colleges. ED 061 930
- Knuckman, Charlene S.**
The Graduate Teaching Assistant: Effects on Students in Large Undergraduate Courses. Purdue Experiment in Mass Instruction. ED 062 231
- Koos, Eugenia M.**
Criterion-Referenced Tests in Biology. ED 062 399

- Koran, John J., Jr.**
Differential Response to Question Pacing in Learning from Prose. ED 062 096
- Koran, Mary Lou**
Differential Response to Question Pacing in Learning from Prose. ED 062 096
- Kraft, Richard H. P.**
Implementing Cost-Benefit Research in Education. ED 061 616
- Kramer, Lucy M., Ed.**
Inventory of Federal Programs that Support Health Manpower Training, 1970. Health Manpower Clearinghouse Series. ED 062 546
- Kratky, Lada**
Spanish Basic Course: Student Workbook. ED 061 782
- Kratochvil, Daniel W.**
Arithmetic Proficiency Training Program Developed by Science Research Associates, Inc. Product Development Report No. 11. ED 062 184
The Frostig Program for Perceptual-Motor Development Developed by the Marianne Frostig Center of Educational Therapy. Product Development Report No. 7. ED 061 523
Holt Social Studies Curriculum. Developed by Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University. Product Development Report 13. ED 062 246
Materials and Activities for Teachers and Children--The MATCH Program Developed by the Children's Museum, Boston, Massachusetts. ED 061 774
Sesame Street: Developed by Children's Workshop. ED 062 026
- Kreear, Serafina**
The Role of the Teacher Aide in Second Language Programs. ED 061 798
- Kremer, Barbara, Comp.**
Behavior Modification in the Classroom: An Abstract Bibliography. ED 062 005
- Kulm, Gerald**
The Effectiveness of Textbook, Student Generated, and Pictorial Versions of Presenting Mathematical Problems. ED 062 139
- LaCrosse, E. Robert**
Day Care for America's Children. ED 062 568
- Laird, David B., Jr.**
De-Indianizing the American Indian: An Essay on the Education of the American Indian. ED 062 027
- Lamy-Rousseau, Francoise**
Easy Method for Inventory-Taking and Classification of Audio-Visual Material. First Edition, Revised. ED 061 990
- Landau, Elliott D., Ed.**
Child Development through Literature. ED 062 354
- Landini, Albert J.**
An Ex Post Facto Needs Assessment Using a Modified Delphi Technique to Determine the Goals of a Community College Learning Resources Center. ED 061 923
- Landis, H. John**
A Validity Study of the Self-Esteem Inventory. ED 062 392
- LaRoe, Margaret E.**
Social Studies: The Florida Story. ED 062 249
- Lavin, Marvin H.**
The Relative Effectiveness of Three Types of Notes Used as Adjunct Study Activities to Group Audiovisual Instruction. ED 061 715
- Law, Gordon F., Ed.**
Contemporary Concepts in Vocational Education. The First Yearbook. ED 062 578
- Lazorick, Gerald J.**
Demand Models for Books in Library Circulation Systems. Final Report. ED 061 980
- Leadley, S. M., Comp.**
Working Papers on Rural Community Services. ED 062 064
- Lebra, Takie Sugiyama**
Acculturation Dilemma: The Function of Japanese Moral Values for Americanization. CAE Newsletter, Volume 3, Number 1. ED 062 476
- Lee, W. R.**
Audio-Visual Aids to the Learning of EFL for Vocational Purposes. ED 061 832
- Leeper, Robert R., Ed.**
Dare to Care/Dare to Act: Racism and Education. ED 062 470
- Lehman, Greg O.**
PPBS and Its Implications for You. ED 061 615
- Lehmann, Winifred P.**
Feasibility Study on Fully Automatic High Quality Translation: Volume I. Final Technical Report. ED 061 783
Feasibility Study on Fully Automatic High Quality Translation: Volume II. Final Technical Report. ED 061 784
- Leimas, Carol**
The United Nations and This Beleaguered Earth, A Discussion Guide. ED 062 170
- Leslie, Larry L.**
Exceptional Graduate Admissions at the Pennsylvania State University. ED 061 889
- Levin, Henry M.**
Frontier Functions: An Econometric Approach to the Evaluation of Educational Effectiveness. ED 061 629
- Levy, Betty S.**
Dialect Proficiency and Auditory Comprehension in Standard and Non-Standard English. ED 062 495
- Lidstone, John**
Children As Film Makers. ED 051 706
- Lifitin, Elaine**
Social Studies: Ecology and Survival. ED 062 234
Social Studies: Our Federal Government. ED 062 235
- Linton, Thomas E.**
An Alternative Teacher Training Model for Urban America--the Teacher as a Social Systems Agent. ED 062 490
- Littell, Joseph Fletcher, Ed.**
Coping With the Mass Media. ED 061 754
Dialects and Levels of Language. ED 061 756
How Words Change Our Lives. ED 061 755
The Language of Man. Book 3. ED 061 757
The Language of Man. Book 4. ED 061 758
The Language of Man. Book 5. Teacher's Manual. ED 061 760
The Language of Man. Book 5. ED 061 759
The Language of Man. Book 6. Teacher's Manual. ED 061 762
The Language of Man. Book 6. ED 061 761
- Lohman, Joseph D., Ed.**
Cultural Patterns in Urban Schools: A Manual for Teachers, Counselors, and Administrators. ED 062 488
- Lohnes, Paul R.**
Planning for Evaluation of the LRDC Instructional Model. ED 061 776
- Lombardi, John**
Moratorium on New Junior Colleges. ED 061 928
- Long, Huey B.**
A Different Look at the Correlation Coefficient between Dogmatism and Conformity. ED 061 486
- Long, John V.**
The Effect Upon Verbal Interaction Data of the Medium Employed in the Codification Process. ED 061 723
- Lopossa, Barbara D.**
A Comparative Study of Team and Individual Decision Making. ED 062 309
- Lord, Frederic M.**
An Interval Estimate for Statistical Inference about True Scores. ED 062 384
- Loupe, Michael J.**
Training and Transfer of Problem-Solving. ED 061 547
- Lucas, A. M.**
ASEP--A National Curriculum Development Project in Australia. ED 062 107
- Lucas, Robert E.**
The Princeton Plan: Beyond the Statistics; Princeton's Investment in Children Provides New Opportunities for All. ED 062 500
- Lundgren, Robert Emil**
The Effects of Listening Training on Teacher Listening and Discussion Skills. ED 062 310
- Lunneborg, Clifford E.**
Psychometrics Discovers the Computer: Discovering Test Items and People. ED 061 524
Sex Differences in Aptitude Maturation in a Noncollege Sample. ED 061 548
- Lunneborg, Patricia W.**
Sex Differences in Aptitude Maturation in a Noncollege Sample. ED 061 548
- Lutz, Frank W.**
School Board Incumbent Defeat in Partisan Elections. ED 061 608
- MacDonald, Randolph**
Analysis of Intelligence Scores. ED 062 016
A Comparison of Two Methods of Presenting Occupational Information. ED 062 574
Factor Analysis of the Appalachia Preschool Education Program Test Data. ED 062 020
- Mackey, William F.**
Le vocabulaire disponible du francais, Tome 1. Le vocabulaire concret usuel des enfants francais et acadiens: Etude temoin (The Working French Vocabulary, Volume 1. Common Generic Terms Used by French and Acadian Children: A Field Study). ED 061 785
Le vocabulaire disponible du francais, Tome II. Vocabulaire disponible des enfants acadiens (The Working French Vocabulary, Volume 2. Working Vocabulary of Acadian Children). ED 061 786
- Macnamara, John**
The Cognitive Strategies of Language Learning. ED 061 814

240 Author Index

- Maddison, John**
Radio and Television in Literacy. A Survey of the Use of the Broadcasting Media in Combating Illiteracy among Adults. ED 061 493
- Madsen, Betty M., Ed.**
Language in American Indian Education: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior. ED 061 788
- Madsen, Millard C.**
Developmental and Cross-Cultural Differences in the Cooperative and Competitive Behavior of Young Children. ED 062 040
Experimental Analyses of Cooperation and Competition of Anglo-American and Mexican Children. ED 062 041
Rivalry in Anglo-American and Mexican Children of Two Ages. ED 062 042
- Mahoney, Michael J.**
Covert Behavior Modification: An Experimental Analogue. ED 061 558
- Malinski, Joseph F.**
Planning Techniques for Local Programs of Vocational Education. ED 062 518
- Mallery, David**
Independence and Community in Our Schools. ED 062 242
- Maloney, Henry B., Ed.**
Accountability and the Teaching of English. ED 062 344
- Mann, Joe, Ed.**
Catalog of Audiovisual Materials Related to Rehabilitation. ED 061 511
- Maples, Ramona**
Evaluation of E. S. E. A. Title I Compensatory Education Program of the Berkeley Unified School District, 1970-1971. ED 062 487
- Marascuilo, Leonard A.**
Student Demonstrations in a Multi-Racial High School: The Case of Berkeley. ED 061 527
- Marland, S. P., Jr.**
Career Education: Three Speeches by the Commissioner. ED 062 527
- Marquit, Lawrence J.**
Teacher Education in Ohio. ED 062 282
- Marshall, Judith**
Bibliography of Population Education. ED 062 192
- Martin, Clesaan J.**
Comprehension of Telegraphic Prose. ED 062 090
- Martin, Dorothy Wotrna**
The Inner-City Black Male High School Student: His Self Concept, Academic Achievement, and Occupational Aspirations. ED 062 484
- Martin, James**
Bicultural Socialization: A Group Process Approach to Bilingual Instruction; Behavior Observation Schedules. ED 062 383
- Martin, Loren**
A Project to Develop an Instructional Packet for Advisory Committees in Vocational Education to Be Used in the Orientation of School Personnel and Committee Members. Final Report. ED 062 567
- Martin, M. D.**
Report on the Feasibility of an International Serials Data System, and Preliminary Systems Design. Prepared for the UNISIST/ICSU-AB Working Group on Bibliographic Descriptions. ED 061 954
- Martin, Patrick A.**
Library Services for the Handicapped in Maine: A State-of-the-Art Report. ED 061 961
- Martin, Roy**
Effects of Anxiety on Quantity of Examination Preparation. ED 061 549
- Martin, Roy P.**
Effects of Anxiety on Concept Learning. ED 061 540
- Martinez, Ada**
Spanish Basic Course: Student Workbook. ED 061 782
- Mason, W. Dean**
Attitudinal Development toward Retirement in a Religious Community. ED 061 507
- Masoner, Paul H.**
An Imperative: A National Policy for Teacher Education. ED 062 267
- Mathews, Sharleen**
Language Arts Quinmester Course of Study: Critical Thinking. ED 062 345
- Mazyck, Aurelia**
Suggested Equipment and Supplies for Infant - Toddler Center. ED 062 012
- McAdoo, Harriette Pipes**
Self Concepts and Racial Attitudes of Northern and Southern Black Preschool Children. ED 062 496
- McAdoo, John Lewis**
An Experimental Study of Racial Attitude Change in Black Preschool Children. ED 062 497
- McCabe, M. Patrick**
College Admission Opportunities and the Public Offender. ED 061 906
- McCarthy, Nancy D.**
Authorized Course of Instruction for the Quinmester Program. Science: Man and Nature. ED 062 180
- McClure, John E.**
A Study of Attitude Factors for Secondary School Teachers and Teacher Education Students. ED 062 308
- McConkie, George W.**
Experimental Manipulation of Reading Strategies. ED 062 087
- McConnell, Spero**
Social Studies: The Law and You. ED 062 256
- McCormick, Jackie**
Social Studies: Emergence of America as a World Power. ED 062 255
- McCormick, Robert W.**
A Theoretical Model to Improve the Extension Education Outreach of the Ohio State University: Utilizing Marketing, Behavioral, Business, Management, and Systems Concepts. Research Series in Agricultural Education. ED 062 516
- McDougall, D. C.**
A Description of the Functional System of the Spanish Verb. ED 061 793
- McEachron, Norman B.**
Forces for Societal Transformation in the United States, 1950-2000. Volume I. ED 061 734
- McGaw, Barry**
The Direction of the Effect of Questions in Prose Materials. ED 061 539
- McGee, Reece**
The Graduate Teaching Assistant: Effects on Students in Large Undergraduate Courses. Purdue Experiment in Mass Instruction. ED 062 231
- McIntosh, Don**
Children As Film Makers. ED 061 706
- McKinney, Dorothy**
Accountability in Education. A Research Memorandum. ED 061 620
- McKnight, Philip C.**
A Study of Behavioral Responsiveness in Teachers' Verbal Interactions with Students. ED 062 296
- McMullen, David W.**
A Concept-Sampling Procedure for Quiz-Oriented Instruction. ED 062 400
- Mehrotra, R. N.**
Teacher Education and Social Change. ED 062 300
- Meinke, Dean L.**
Assessment of an Intervention Curriculum Unit in Intergroup Education. ED 062 450
- Menges, Constantine**
The Effectiveness of Compensatory Education: Summary and Review of the Evidence. ED 062 475
- Mentzer, Carl Henrik von**
Teaching Method English (UME). ED 061 825
- Mercer, Jane R.**
The Origins and Development of the Pluralistic Assessment Project. ED 062 461
Sociocultural Factors in the Educational Evaluation of Black and Chicano Children. ED 062 462
- Merritt, Daniel L.**
The Effects of Various Attitude Congruence Conditions on Teacher Selection Decisions. ED 061 618
- Meserole, Harrison T., Comp.**
1970 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Volume I: General, English, American, Medieval and Neo-Latin, Celtic Literatures; and Folklore. ED 061 823
- Meyer, John**
The Impact of The Open-Space School Upon Teacher Influence and Autonomy: The Effects of an Organizational Innovation. ED 062 291
- Meyers, Joel**
Effects of Anxiety on Concept Learning. ED 061 540
Effects of Anxiety on Quantity of Examination Preparation. ED 061 549
- Middleman, Ruth**
"An Experimental Field Study of the Impact of Nonverbal Communication of Affect on Children from Two Socio-Economic Backgrounds." ED 061 550
- Mignon, Edmond, Ed.**
Directions in Education for Information Science; Proceedings of a Symposium for Educators (Denver, Colorado, November 11-13, 1971). ED 061 947
- Milchus, Norman J.**
A Study of the Effects of First Grade Prescriptive Teaching Based on Weaknesses Diagnosed by Kindergarten Prereading Tests. Final Report. ED 062 106
- Miller, Charlette**
Authorized Course of Instruction for the Quinmester Program. Science: Design for Living. ED 062 211

- Miller, George**
Measuring Children's Curiosity.
ED 062 022
- Miller, Gerald R.**
"I Think My Schizophrenia is Better Today,"
Said the Director of Graduate Studies
Unanimously.
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- Müller, James Hull**
Self-Supporting Scenery for Children's Theatre
... and Grown-Up's Too (A Scenic Work-
book for the Open Stage).
ED 062 347
- Müller, James R.**
A Theoretical Model to Improve the Extension
Education Outreach of the Ohio State Universi-
ty; Utilizing Marketing, Behavioral, Business,
Management, and Systems Concepts. Research
Series in Agricultural Education.
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- Miller, Leonard A.**
Rehabilitation Counselor Change Associated
with Experimental Continuing Education Pro-
grams. Studies in Continuing Education for
Rehabilitation Counselors, Report Number 3.
ED 061 530
- Milosh, Joseph E., Jr.**
Teaching the History of the English Language
in the Secondary Classroom.
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- Mocker, Donald W.**
A Study of Reading Methods and Materials
Used in Adult Basic Education.
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- Momaday, Natachee Scott**
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- Montag, Betty Jo**
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Program in General Science.
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Matter, Motion, and Man, Volume II.
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- Montean, John**
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the Years of 1965-67, College Level.
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ción Programada en el laboratorio de idiomas
(Some Psycholinguistic Aspects of Programed
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idiomas (Group Learning in the Language
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Problem Areas in Occupational Education for
the 1970's.
ED 062 544
- Moore, Jean E.**
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of Annual Evaluation Workshop Conference
(2nd, June 9-11, 1971).
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Research 1970-1971.
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tions, Demands, Insights and Concepts.
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Significant Recent and Prospective Changes in
Society that Have Important Implications for
the States.
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- Morris, Donald N.**
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mentary School.
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- Morse, Jean A.**
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Behavioral Objectives and Training Concerning
Their Use.
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- Moser, Collette Helen**
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for Manpower Policies.
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- Moser, Gene W.**
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on the Teaching Behaviors of Biological
Science Teachers.
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- Muckley, Robert L.**
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Ethnic Language Retention (ELRET) Programs
in the United States.
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- Mueller, Jeanne**
Preschool Education and Day Care for Swedish
Children.
ED 062 015
- Muir, Kenneth K.**
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- Muldoon, John O.**
Coordination of Organic Curriculum Develop-
ment in the Public Schools of Duluth, Min-
nesota. Final Report.
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- Muntjewerff, C. A.**
Goals, Organizations and Strategies of Change
Agencies.
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- Munzer, Hans W.**
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Volume I, Part 1, Lessons 1-8.
ED 061 833
German Basic Course: Instructor's Volume.
Volume I, Part 2, Lessons 9-15.
ED 061 834
- Myers, Charles B.**
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cial Studies Pilot Projects.
ED 062 223
- Myers, Eddie E.**
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Agents, Teachers' Manual and Student Rap
Sheets.
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- Myers, Karin R.**
The Self Concept of Students in Individually
Prescribed Instruction.
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- Myers, William A.**
Learning Systems for Preschool Physically Han-
dicapped Children: A Training Program.
Volume II, Number 3.
ED 061 688
- Natalicio, Diana S.**
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for Mexican-American children.
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- Neeb, Robert W.**
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ments: Further Development of the Occupation
Analysis Inventory.
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- Nelson, Barbara A.**
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ing: New Insight into an Old Controversy.
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- Nelson, Jack L.**
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tion.
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- Newell, Betty**
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ED 062 364
- Newman, Robert E.**
The Prototype Enabling Teacher Education
Program: Summary and Assessment. Sour-
cebook I.
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- Nicholson, Everard**
An Estimated Income Scale.
ED 061 902
- Nickens, John M.**
"Transfer Shock" or "Transfer Ecstasy?"
ED 061 925
- Nicolosi, Louis J.**
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High School.
ED 062 259
- Nielsen, Keith E.**
Theatre as a Communication Mode for the
Study of Cultural Concepts of India.
ED 061 743
- Noland, Ronald G., Ed.**
Comments on Individualized Reading.
ED 062 101
- Norman, Billy R.**
South Alabama Research Consortium. Final
Report.
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- Norman, Jerry L.**
A Guide to the Chien-yang Dialect.
ED 061 853
A Guide to the Foochow Dialect.
ED 061 852
A Guide to the Wen-ch'ang and Ting-an Di-
alects.
ED 061 854
- Northcott, Winifred**
Staff Training on a State-Wide Basis. Volume
II, Number I.
ED 061 656
- Novak, John H.**
A Study of the Effect of Timed Pupil Feedback
on the Teaching Behaviors of Biological
Science Teachers.
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- Nupen, Walter A.**
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cation Curriculum Development (July 21-Au-
gust 8, 1969). Final Report.
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- O'Keefe, M. Timothy**
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Broadcasts.
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proaches in Adult Basic Education.
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- Ollila, Lloyd**
The New Canadian Reading Readiness Test
Research.
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- Ontjes, Robert L.**
A Linear Programming Model for Assigning
Students to Attendance Centers.
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- Orosz, Robert A.**
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an Grammatical Structure. Final Report.
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- Orpet, Russel E.**
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Motor and Movement Skills Test Battery.
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- Osborn, William C.**
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sion-Making Problems.
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- Osmon, Fred Linn**
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- Owen, Joan**
Music: Chorus, Junior.
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- Paredes, Raymund**
Mexican-American Authors.
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Modern Chemical Technology, Volume 8.
ED 062 144
Modern Chemical Technology, Volume 9.
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- Pedone, Ronald J.**
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- Pell, Arthur R.**
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- Pena, Deagelia**
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- Persico, Connell F.**
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West Tennessee Research Development Consortium. Final Report.
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- Pettersen, Duane D.**
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- Pezzullo, Thomas R.**
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- Phillips, Louise**
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- Platt, Larry A.**
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- Poliakoff, Lorraine**
Teacher Centers: An Outline of Current Information.
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- Politzer, Robert L.**
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- Prescott, Donald R.**
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- Prescott, Elizabeth**
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The "Politics" of Day Care.
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- Presnell, Richard W.**
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- Price, Douglas S.**
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- Pumerantz, Philip**
Institute in Administration for Local Directors of Adult Basic Education. Final Report.
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- Pyatte, Jeff A.**
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- Quist, David H.**
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- Radnor, Michael**
A Training and Development Program for Administrative Change in School Systems.
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- Rafael, Berta**
Staff Training Model in an Agency Setting. Volume II, Number 6.
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- Ramo, Roberta Cooper**
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- Ramsey, Imogene**
A Comparison of First Grade Negro Dialect Speakers' Comprehension of Standard English and Negro Dialect.
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- Ramseyer, Gary C.**
The Robustness of the Studentized Range Statistic to Violations of the Normality and Homogeneity of Variance Assumptions.
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- Randall, Daniel W.**
The Effects of Territorial Depiction and Disruption on Group Cohesion in a Classroom Setting.
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- Rassias, John A.**
Report to the ESSO Foundation on Two Years' Experimentation in Intensive Language Training at Dartmouth College, Hanover, New Hampshire, 1968-1970.
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- Ray, H. W.**
The Office of Economic Opportunity Experiment in Educational Performance Contracting. Final Report.
ED 061 631
The Office of Economic Opportunity Experiment in Educational Performance Contracting. Interim Report.
ED 061 645
- Reardon, Francis J.**
Improvement of Pupil Creativity Via Teacher Training: Final Report.
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- Rebert, Robert J., Ed.**
Bilingual Education for American Indians.
ED 061 789
- Redfern, George B.**
School Management: Administrator Union or Management Team?
ED 061 611
- Redmond, Mary W.**
A Practical Model for the Use of Simulation in Speech Education.
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- Regan, Timothy F.**
Adult Basic Education Staff Training, Literature Search.
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System for Inter-Agency Coordination in Adult Education.
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- Reibel, David A., Ed.**
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Effects of Item Option Weighting on Validity and Reliability of Shortened Forms of the GRE Aptitude Tests. ED 061 817
- Reisman, Fredricka K.**
An Evaluative Study of the Effects of Cognitive Acceleration in Mathematics in the Early School Years. ED 062 402
- Rempson, Joe L.**
The Participation of Minority-Group Parents in School Activities: A Study and a Case Study With Guidelines. ED 062 207
- Retallack, B. J.**
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- Reyes, Ramiro**
Handbook for California School District Advisory Committees: Elementary and Secondary Education Act of 1965, Title I. ED 062 468
- Reyes, Ramiro D.**
Parent and Community Participation in Compensatory Education Through District Advisory Committees in California. A Progress Report. ED 062 467
- Reynolds, Maynard C., Ed.**
Proceedings of the Conference on Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions. ED 061 552
- Rhine, W. Ray**
Ethnic Minority Perspectives on the Evaluation of Early Childhood Education Programs. ED 062 010
- Rhyne, R. F.**
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- Riccobono, John A.**
Work Dimensions Derived through Systematic Job Analysis: A Study of the Occupation Analysis Inventory. ED 062 541
Work Dimensions Derived through Systematic Job Analysis: A Replicated Study of the Occupation Analysis Inventory. ED 062 543
- Richards, Jack C.**
Social Aspects of Language Learning. ED 061 829
- Richardson, Dana**
Antonym Adjective Contexts and the Facilitation of Noun Pair Learning in Children. ED 062 088
- Richeson, M., Ed.**
Publishing in Canada; Proceedings of the Institute on Publishing in Canada, June 27-30, 1971. ED 061 965
- Rigney, Joseph W.**
A General-Purpose ASCII Decoder for Control of Peripheral Devices for CAI Terminals. ED 061 714
- Rivera, William M., Ed.**
International Seminar on Publications in Continuing Education. ED 061 491
- Roberts, Paquita**
Staff Training in an Inner City Setting. Volume II, Number 7. ED 061 662
- Robinett, Ralph**
Developing Curriculum for Bilingual Education. ED 061 811
- Robinson, Lora H.**
College Student Morale. ED 061 918
- Roessel, Ruth, Ed.**
Navajo Studies at Navajo Community College. ED 062 028
- Rolling, Niels**
The Change Agent as a Communicator [and] Communication: A Key to Success in Extension. ED 061 499
- Rookey, T. Jerome**
Improvement of Pupil Creativity Via Teacher Training: Final Report. ED 062 279
- Roper, Susan Stavert**
The Effect of Race on Assertive Behavior in Small Groups. ED 062 474
- Rose, Harold**
The Relationship between Anomia and Participation in Adult Basic Education. ED 061 483
- Rose, Robert R.**
The Evolution of Learning Assistance in a Community College. ED 061 940
- Rosner, Jerome**
The Visual Analysis Test: An Initial Report. ED 062 368
- Rostker, Bernard Daniel**
Manpower Theory and Policy and the Residual Occupational Elasticity of Substitution. ED 062 506
- Rothblatt, Sheldon**
Studies in the Social and Cultural History of British Universities. Final Report. ED 061 913
- Rothkopf, E. Z.**
The Effect of Presenting Objectives Prior to Text. ED 062 398
- Rothkopf, Ernst Z., Ed.**
Verbal Learning Research and the Technology of Written Instruction. ED 062 340
- Rubin, Rosalyn**
The Relationship of Speech Articulation to Reading and Related Language Skills: A Review. Interim Report 12. ED 062 097
- Runkel, Philip J.**
Integrating Organizational Specialists into School Districts. ED 061 617
- Rusch, Nancy**
Organizing Audio-Visual Instructional Materials in the Madison Public Schools. ED 062 260
- Rychlak, Joseph F.**
Emotional Factors in the Learning and Non-specific Transfer of White and Black Students. ED 062 463
- Saarni, Carolyn Ingrid**
Piagetian Operations and Field Independence as Factors in Children's Problem Solving Performance. ED 061 533
- Sanchez Diaz, Anibal**
Glosario explicativo ingles-castellano de terminos de Gramatica Generativa Transformacional (An English-Spanish Explanatory Glossary of Terminology in Transformational Generative Grammar). ED 061 799
- Sander, Daryl L.**
Adolescent Alienation: Some Ideas and Approaches for Social Studies Teachers. ED 062 224
- Sanderson, Barbara A.**
Holt Social Studies Curriculum. Developed by Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University. Product Development Report 13. ED 062 246
- Sandler, Bernice**
What Constitutes Equity for Women in Higher Education? ED 061 870
- Sandow, Stuart A.**
Career Obsolescence and Social Security: Emerging Education Policy Issues in Law. ED 061 903
Educational Policy Formulation: Planning with the Focus Delphi and the Cross-Purpose Matrix. A Research Report. ED 061 634
Public-Private Competition in Higher Education. Emerging Education Policy Issues in Law. ED 061 905
Unequal Student Aid: Emerging Education Policy Issues in Law. ED 061 904
- Santilli, Muriel**
Effects of Parent Communication Training on Child Behavior. ED 061 693
- Sargent, Stewart S.**
Coordination of Organic Curriculum Development in the Public Schools of Quincy, Massachusetts. Final Report. ED 062 293
- Schane, Sanford A., Ed.**
Modern Studies in English: Readings in Transformational Grammar. ED 061 817
- Scharff, David E.**
Mental Health Consultation in an Urban Community School System." ED 062 481
- Schleif, Mabel**
The Creation of Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota. Final Report. ED 062 080
[Read Aloud Stories Series: A Product of a Project to Create Stories and Beginning Reading Materials for Pre-School Indian Children in South Dakota.] ED 062 081
[Rebus Reading Book Series: A Product of a Project to Create Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota.] ED 062 082
- Schlitt, Dorothy M.**
Life: A Question of Survival. ED 062 130
- Schmuck, Richard A.**
Integrating Organizational Specialists into School Districts. ED 061 617
Where OD for Schools Needs To Go. ED 061 604
- Schneider, Gerd K., Comp.**
Topical Bibliography in Theoretical and Applied German Linguistics. ED 061 787
- Schoenfeld, Clay**
Everybody's Ecology. A Field Guide to Pleasure and Perception in the Out-of-Doors. ED 062 108
- Schroeder, Wayne L., Ed.**
Resource Development and Utilization in Adult Basic Education. Final Report. ED 061 482
- Scott, Norval C., Jr.**
Cognitive Style and Inquiry Strategy: A Five Year Study. ED 061 525
- Sedlacek, William E.**
Black Student Enrollment at the University of Maryland, College Park. 1968-1971. ED 061 893
Differences in Racial Attitudes of White Males and Females. ED 062 460

- Semmel, Melvyn I.**
Center for Research on Language and Language Behavior. Final Report. ED 061 669
- Shapiro, Peter D.**
After Data Collection: Coding-An Educational Research Tool. ED 061 770
- Sheinkopf, Sylvia**
Psychoeducational Issues in Educable Mental Retardates: Dependency and Learning. Final Report. ED 061 680
- Shenker, M.**
Advisory Committees for Cooperative Education Programs. ED 062 524
- Sherk, John K.**
A Study of Reading Methods and Materials Used in Adult Basic Education. ED 061 520
- Sherman, Vivian S.**
Two Contrasting Educational Models: Applications and Policy Implications. ED 061 750
- Shoffner, Ralph M., Ed.**
The Organization and Search of Bibliographic Records: Component Studies. Final Report. ED 061 975
- Shultz, Fred A.**
Selected Aspects of Vocational Image as Perceived by a Public Categorized by Occupational Levels. ED 062 555
- Sick, Goh-Ngong**
The Malay Language in Malaysia: An Applied Sociolinguistic Study. ED 061 818
- Siebert, Warren F.**
Broadcasting and Education. ED 061 766
- Sikula, Andrew F.**
The Values and Value Systems of Educational Administrators. ED 061 583
- Sikula, John P.**
The Values and Value Systems of Educational Administrators. ED 061 583
- Siller, Robert C.**
Guide to Professional Radio & TV Newscasting. ED 061 752
- Silver, Barbara A.**
Authorized Course of Instruction for the Quinquimester Program. Science: Man and Nature. ED 062 180
- Silver, Steven S.**
FMS: A Format Manipulation System for Automatic Production of Natural Language Documents, Second Edition. Final Report. ED 061 976
INTX: Interactive Assembler Language Interpreter Users' Manual; Preliminary Programming Manual and Version II Extensions. Final Report. ED 061 977
- Sim, R. Alex**
The Education of Indians in Ontario: A Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario. A Strathmore Study. ED 062 039
- Simano, Irene M., Comp.**
The Franco-Americans of New England: A Union List of Materials in Selected Maine Libraries. ED 062 220
- Simmons, Gene**
On the Moon with Apollo 16. A Guidebook to the Descartes Region. ED 062 148
- Sipe, Bonnie**
Language Arts Quinquimester Course of Study: Critical Thinking. ED 061 655
- Sklar, Bernard**
The School Sociologist: A New Role for the American Public School. ED 061 543
- Slaby, Harold T., Ed.**
Forty-One Conferences on the Training of Teachers of Elementary School Mathematics, A Summary. ED 062 159
- Slager, William R., Ed.**
Language in American Indian Education: A Newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior. ED 061 788
- Sloane, Martin E.**
The Federal Civil Rights Enforcement Effort: A Report of the United States Commission on Civil Rights. Seven Months Later, May 1971; One Year Later, November 1971. ED 062 452
- Slobodzin, Evelyn B.**
Training Reading Teachers at the Graduate and Undergraduate Level--There Should Be a Difference. ED 062 098
- Smith, Anthony Wayne**
The Community of Life. ED 062 115
Ecological River Basin Management. ED 062 114
- Smith, Hal**
A Study of Adult Education Programs within the State of Nebraska of 329 Public School Districts Maintaining Secondary Schools. ED 061 517
- Smith, Kenneth T.**
Coordination of Organic Curriculum Development in the Public Schools of Fort Lauderdale, Florida. Final Report. ED 062 289
- Smith, Merle**
Pontiac Title VII Bilingual Education Program, 1970-71: Final Evaluation Report. ED 061 840
- Smith, Michael R.**
American Indian Civil Rights Handbook. ED 062 060
- Smith, Ralph A., Ed.**
Aesthetics and Problems of Education. ED 062 359
- Smith, Stanley V.**
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- Smith, William A., Ed.**
The Management of Information Analysis Centers: [Proceedings of a Forum] Held at National Bureau of Standards, Gaithersburg, Md., May 17-19, 1971. ED 061 946
- Snow, Richard E.**
Teacher Differences as Reflected in Student Aptitude-Achievement Relationships. ED 062 311
- Snyder, Charles W.**
Social Studies: Consumer Education. ED 062 236
- Soar, Robert S.**
The Effects of Verbal Rewards and Punishment on Subject-Matter Growth of Culturally Disadvantaged First Grade Children. ED 062 499
Factors Affecting Pupil Cognitive Growth in Disadvantaged Children. ED 062 492
- Soderberg, Donald**
Coordination of Organic Curriculum Development in the Public Schools of Duluth, Minnesota. Final Report. ED 061 655
- Sowder, Larry**
Verbalizing Method Influence on Short-Term Retention of Discovered Generalizations. ED 062 141
- Spack, Elliot G.**
Coordination of Organic Curriculum Development in the Public Schools of Mineola, New York. Final Report. ED 062 290
- Spilman, Helen**
Observation Instruments and Methodology and Their Application in The Classroom: An Annotated Bibliography. ED 062 277
- Springer, Ninfa Saturnino, Ed.**
Proceedings of the Conference on Nutrition and Mental Retardation (Ann Arbor, Michigan, February 10-11, 1971). ED 061 686
- Sprouse, W. Warren**
A Study of the Relations of Education in the Arts to General Academic Achievement by Secondary and College Students. Final Report. ED 061 614
- Stachowitz, Rolf**
Feasibility Study on Fully Automatic High Quality Translation: Volume I. Final Technical Report. ED 061 783
Feasibility Study on Fully Automatic High Quality Translation: Volume II. Final Technical Report. ED 061 784
- Stack, Carol B.**
Black Kinreds: Parenthood and Personal Kinship Networks Among Blacks "On Aid." ED 062 449
- Stanley, Julian C.**
From Eighth Grade to Selective College in One Jump: Case Studies in Radical Acceleration. ED 061 679
- Starck, Kenneth**
Campus Press Performance in Coverage of Disorders. ED 062 343
- Starr, B. James**
Black-White Differences in Psychosocial Maturity. ED 062 503
- Stearns, Marian S.**
Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report. ED 062 025
- Steffe, Leslie P.**
Classificational Abilities of Young Children. ED 062 201
An Investigation in the Learning of Relational Properties by Kindergarten Children. ED 062 137
- Stephens, John F.**
A Project to Develop an Instructional Packet for Advisory Committees in Vocational Education to Be Used in the Orientation of School Personnel and Committee Members. Final Report. ED 062 567
- Stewart, Clifford T., Ed.**
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- Stier, William F., Jr.**
Utilization of the PPBS Concept in the Development of a Departmental Budget for a Liberal Arts College. ED 061 888
- Stolte, Joanne**
Assessment of Existing Elementary Science Programs. ED 062 163
- Stoner, William**
Czech Basic Course: Verb List. ED 061 816

- Strang, Alan T.**
Characteristics of Graduates and Dropouts from Government-Sponsored On-the-Job Training Programmes.
ED 062 566
- Streiff, Virginia**
Question Generation by First Graders: A Heuristic Model.
ED 061 807
- Striner, Herbert E.**
Continuing Education as a National Capital Investment.
ED 061 503
- Stufflebeam, Daniel L.**
Design of a Planning and Assessment System for the Division of Manpower and Institutions.
ED 062 386
The Relevance of the CIPP Evaluation Model for Educational Accountability.
ED 062 385
- Suchy, Robert R.**
CATV: Education's Pipeline or Pipedream.
ED 061 712
- Suydam, Marilyn N.**
Annotated Compilation of Research on Secondary School Mathematics, 1930-1970, Volume 1: Introduction, Compilation of Articles.
ED 062 165
Annotated Compilation of Research on Secondary School Mathematics, 1930-1970, Volume 2: Compilation of Dissertations, Summary and Conclusions. Final Report.
ED 062 166
- Swain, Merrill, Ed.**
Bilingual Schooling: Some Experiences in Canada and the United States.
ED 061 849
- Swartz, Clifford**
Individualization: An Emergent Concept in Science Instruction.
ED 062 162
- Swetz, Frank**
Selected Aspects of Mathematics Education in the People's Republic of China.
ED 062 205
- Taeuber, Conrad**
Some Current Population Trends.
ED 062 056
- Tanner, Libby A.**
An Interdisciplinary Educational Project in Comprehensive Family Health Care. Final Report.
ED 062 559
- Tansey, P. J., Ed.**
Educational Aspects of Simulation.
ED 061 753
- Tapman, Muriel Shay**
Two Million Without Skills.
ED 062 554
- Tattie, Karen S.**
Contract Grading in the Basic Communication Course: A Negotiation and Bargaining Situation for Communication Research.
ED 061 742
- Taylor, Don**
Staff Training in a Public School Setting. Volume II, Number 8.
ED 061 663
- Taylor, John E.**
The Interrelationships of Ability Level, Instructional System, and Skill Acquisition.
ED 061 725
- Tcheng, Tse-Kia**
The Robustness of the Studentized Range Statistic to Violations of the Normality and Homogeneity of Variance Assumptions.
ED 062 388
- Tedeschi, James T.**
Social Influence and Verbal Reinforcement.
ED 062 286
- Teeny, Abe D.**
American History and Government. Grade 11.
ED 062 317
- Tenenberg, Morton S.**
Anthropology Curriculum Study Project. Teacher Service Materials. Students and Teachers: Strategies for Discussion. What is Anthropology: Four Samples.
ED 062 263
- Terry, H. Robert**
Selected Aspects of Vocational Image as Perceived by a Public Categorized by Occupational Levels.
ED 062 555
- Theobald, Robert**
Futures Conditional.
ED 061 769
- Thiel, Norma A.**
An Analysis of the Effectiveness of the Teaching of Reading by Individual Prescriptions.
ED 061 690
- Thomas, Charles R.**
"Unique Problems Confronting Black School Administrators."
ED 061 613
- Thomas, Thomas C.**
Accountability in Education. A Research Memorandum.
ED 061 620
- Thonis, Eleanor**
The Dual Language Process in Young Children.
ED 061 812
- Thonis, Eleanor Wall**
Evaluating the Effectiveness of Programs Designed to Improve the Education of Mexican-American Pupils.
ED 062 047
- Thoresen, Carl E.**
Imagery Assessment by Means of Self-Report and Behavioral Measures.
ED 061 557
- Thornton, James E., Jr.**
Authorized Course of Instruction for the Quinmester Program. Mathematics: Pre-Algebra I.
ED 062 181
- Tiedeman, David V.**
The Role of Decision-Making in Information Generation, an Emerging New Potential for Guidance. Information System for Vocational Decisions. Project Report No. 12.
ED 061 561
- Tiedman, David V.**
Information System for Vocational Decisions--Project Report 16.
ED 062 535
- Tilden, Paul M.**
Toward an Environmental Policy.
ED 062 128
- Tillery, Dale**
A College for Everyman.
ED 061 932
Variation and Change in Community College Organization. A Preliminary Report.
ED 061 931
- Tillman, Murray H.**
Effects on Achievement of Possession of Behavioral Objectives and Training Concerning Their Use.
ED 061 531
- Tocco, T. Salvatore**
A Replication and an Example of Serendipity in Educational Research.
ED 062 396
- Tomasi, Silvano M., Ed.**
The Italian Experience in the United States.
ED 062 472
- Tong, John S.**
Visual Aids and Language Learning: An Experimental Study.
ED 061 861
- Toombs, William Edgar**
Graduate Education and Sponsored Research: The Perception, Influence, and Use of Research in the Educational Experience of Recent Ph.D. Recipients.
ED 061 805
- Torney, Judith V.**
Global Dimensions in U.S. Education: The Elementary School.
ED 062 288
- Torrance, E. Paul**
Can We Teach Children to Think Creatively?
ED 061 544
- Trapp, Mary**
Knowledge Utilization in Education: A Review of Significant Theories and Research.
ED 061 468
- Trent, John H.**
Effectiveness of University of Illinois Committee on School Mathematics (UICSM) Stretchers and Shrinkers and Motion Geometry Materials in Improving Arithmetic Ability.
ED 062 197
- Trimo, Soejono**
The Education and Training of Indonesian Librarians: Problems and Prospects.
ED 061 963
- Trivette, A. C.**
Title III, Co-Op STEP: Statistical Report Showing the Effect of Individual Instruction and Team Teaching upon the Academic Growth of High School Students in English.
ED 062 355
- Trott, Maralyn D.**
Music: Supplemental Material: Chorus, Junior.
ED 062 363
- Tucker, William H.**
General Goals of Life Questionnaire.
ED 062 377
An Investigation of Intransitive Choice Behavior.
ED 062 376
Occupations Questionnaire.
ED 062 379
Offenses Questionnaire.
ED 062 380
Payments Questionnaire.
ED 062 378
Vietnam Questionnaire.
ED 062 381
- Tuckman, Howard P.**
The Enrollment Inducing Effects of Local Colleges.
ED 061 926
- Tunner, Alex**
The Impact of Community Colleges. Socio-Economic Survey: Students Entering Post-Secondary Education in British Columbia, Fall 1971.
ED 061 922
- Turner, Mary Jane**
Political Science in "New Social Studies" Curricula: State of the Art -- 1970.
ED 062 218
- Turney, Michael T.**
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, 1 October-31 December 1971.
ED 061 837
- Tussing, A. Dale**
The Financial Crisis in Higher Education: Past, Present, and Future.
ED 061 896
The Supply and Demand for Graduates of Higher Education: 1970 to 1980.
ED 061 879
- Twelker, Paul A.**
Information Wants of Seven Groups of Users Considering the Adoption or Adaptation of Instructional Systems. Interim Report.
ED 061 773
- Tyler, S. Lyman**
Indian Affairs No. 2. A Work Paper on Termination: With an Attempt to Show its Antecedents.
ED 062 029
- Upshur, John A.**
A Search for New Reading Tests.
ED 061 805

246 Author Index

Useem, Elizabeth
Correlates of Racial Attitudes Among White High School Students.
ED 061 534

Valencia, Atilano A.
Innovative and Dynamic Instructional Approaches in Adult Basic Education.
ED 061 471

Van de Bogart, Erik
North of the Namaskeag: A Case Study in Viewer-Active Television.
ED 061 764

Van den Ban, A. W.
Goals, Organizations and Strategies of Change Agencies.
ED 061 518

Van Pelt, W. F.
Laser Fundamentals and Experiments.
ED 062 116

Van Roekel, Gertrude B.
Jicarilla Apaches.
ED 062 048

Van Scoy, Karen
Literature Games.
ED 062 351

Vaughtner, R. M.
A Developmental Investigation of Oddity Concept Formation in Children.
ED 061 559

Veaner, Allen, Ed.
Collaborative Library Systems Development.
ED 061 959

Venables, Peter
Non-Traditional Studies: What Can America Learn from Great Britain?
ED 061 873

Verbeke, Maurice G.
Ed. D. in Educational Administration. Revised.
ED 061 638

Vickery, Brian C.
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Vit, Karel V.
Czech Basic Course: Verb List.
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Voci, Frank
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Wall, James E.
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ED 062 512

Wallace, Harold R.
Review and Analysis of Instructional Materials for Cooperative Vocational Education.
ED 062 513

Walsh, Paul A.
Adult Basic Education Staff Training. Literature Search.
ED 061 481

Ward, Joe H., Jr.
The Educational Catalyst: An Imperative for Today.
ED 061 991

Wardhaugh, Ronald
TESOL: Our Common Cause.
ED 061 844

Watson, Cicely
Specifying Future Educational Needs in a Changing Political Climate.
ED 061 589

Wayland, Sloan R.
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ED 061 508
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ED 062 237

Weaver, W. Timothy
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ED 061 636

Webster, Duane
Planning Aids for the University Library Director.
ED 061 949

Webster, Loraine
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ED 062 081
[Rebus Reading Book Series: A Product of a Project to Create Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota.]
ED 062 082

Weiher, Rodney
The Relative Costs of Formal and On-the-Job Training for Navy Enlisted Occupations.
ED 061 510

Weikart, David P.
Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children.
ED 061 684

Weinberg, Isolde Chapin
Volunteers Help Youth.
ED 061 513

Weiner, Betty H.
Special Libraries: Planning and Operation; Preliminary Draft.
ED 061 982

Weiner, Lawrence H.
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ED 062 003

Weinfeld, Herbert
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ED 062 253

Weinrib, Alice, Ed.
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ED 061 826

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Wesemann, Ann F.
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ED 062 355

White, Marian E., Ed.
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Literature Games.
ED 062 351

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ED 062 307

Wilder, Larry
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ED 062 001
Spoken Rehearsal and Verbal Discrimination Learning.
ED 062 000

Wiles, Clyde A.
The Relative Effectiveness of Two Different Instructional Sequences Designed to Teach the Addition and Subtraction Algorithms.
ED 062 195

Williams, David V.
Children's Verbal Learning and Comprehension in the Aural and Visual Modes.
ED 061 545

Williams, Frederick
Evaluating Carrascolendas: A Television Series for Mexican-American children.
ED 062 367

Williams, George
Some Errors in English by Spanish-speaking Puerto Rican Children.
ED 061 850

Williams, Joanna P.
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ED 061 545

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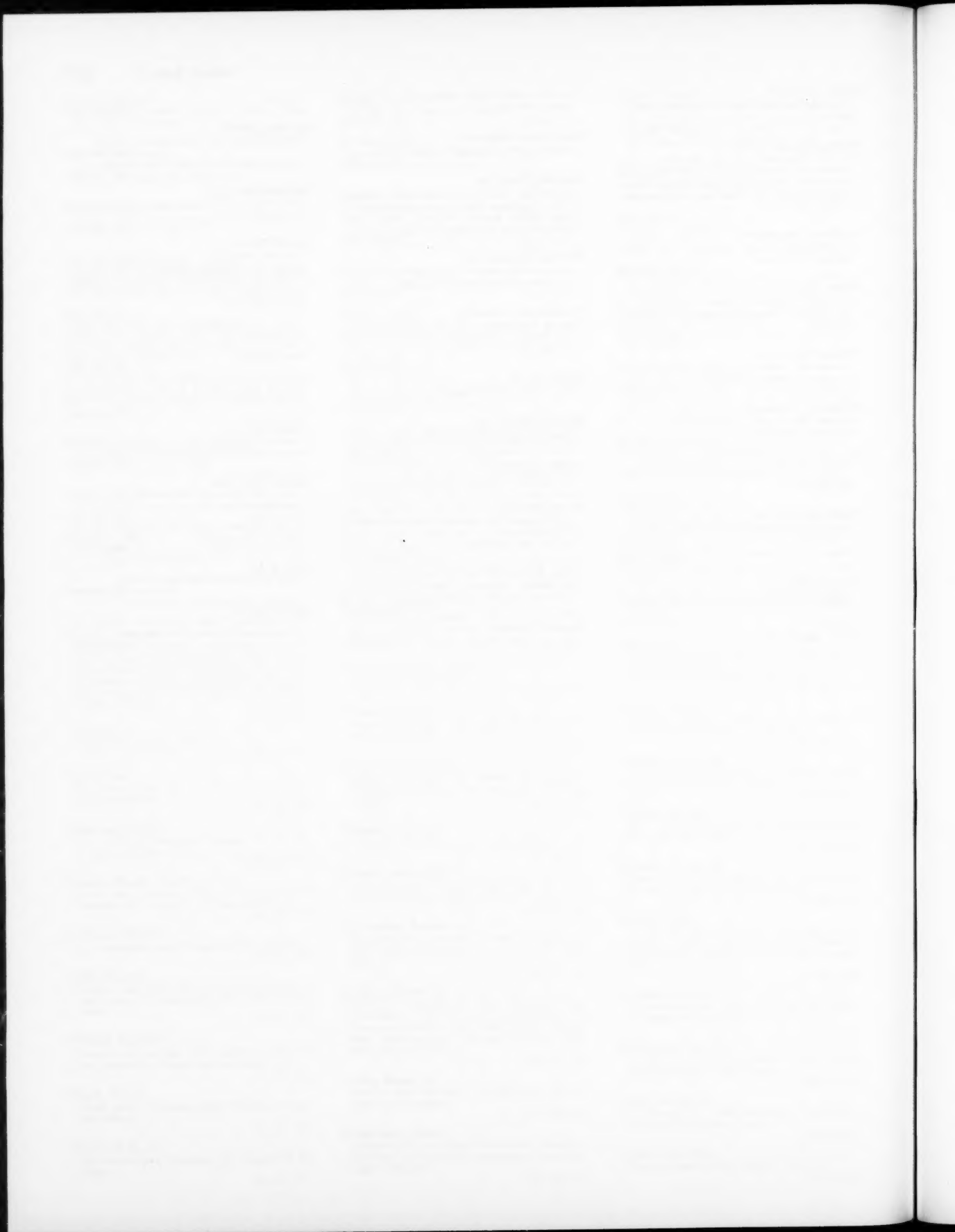
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ED 061 714

Williamsen, Vern G.
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ED 061 860

Willis, George E.
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ED 062 533

Wilson, Lois Irene
Teaching Syntactic Meaning for Reading.
ED 061 827

- Wilson, Robert D.**
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ED 061 791
- Wilson, Thomas D., Ed.**
Subject Retrieval in the Seventies; New Directions. Proceedings of an International Symposium Held at the Center of Adult Education, University of Maryland, College Park, May 14 to 15, 1971.
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- Windham, Douglas M.**
The Efficiency/Equity Quandary and Higher Educational Finance.
ED 061 603
- Winer, Ken**
Teaching Children to Discriminate Letters of the Alphabet Through Errorless Discrimination Training.
ED 062 085
- Witkin, Michael J.**
Residential Treatment Centers for Emotionally Disturbed Children, 1969-1970.
ED 061 685
- Wolansky, William D.**
Review and Synthesis of Literature on Job Training in Industry.
ED 062 514
- Wolf, W. C., Jr.**
A Study of Educational Knowledge Diffusion and Utilization.
ED 061 772
- Wolff, John U.**
Beginning Indonesian: Part II, Lessons 19-30.
ED 061 858
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ED 061 857
- Wolk, Stephen**
Locus of Control and Levels of Aspirations in Black and White Children.
ED 061 528
- Wong, Martin R.**
Variables Affecting Interference in Meaningful Verbal Learning.
ED 062 092
- Wood, Mary Margaret**
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ED 061 665
- Woodring, Paul, Ed.**
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- Wright, G. H.**
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ED 061 957
- Wright, Jone P., Ed.**
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ED 062 101
- Wright, Nathan, Jr.**
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ED 062 453
- Wyant, Spencer**
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ED 061 596
- Young, Robert C.**
Vocational Education Planning: Manpower, Priorities, and Dollars. Final Report.
ED 062 515
- Zagaris, Ivars**
Report From Project Focus: Strategies for Change.
ED 061 929
- Zaltman, Gerald**
Change Agents and Social System Change.
ED 061 641
Implementing the Change Team Concept.
ED 061 640
- Zarembinski, Clem**
The Meaning and Measurement of Creativity in Education.
ED 062 375
- Zierer, Ernesto**
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ED 061 799
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ED 061 803
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ED 061 801
- Zirkel, Perry A.**
Scoring Creativity Tests by Computer Simulation: A Validation of Prediction Equations.
ED 062 403
- Zirkel, Perry Alan**
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ED 061 792
Puerto Rican Parents and Mainland Schools, Hartford, Connecticut.
ED 062 473
- Zitin, S. L.**
Black Studies in Independent Schools.
ED 062 241
- Zunde, Pranas**
A Curriculum Study of Systems Science and Engineering Programs. Final Report.
ED 062 215



Institution Index

249

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the résumé section.

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ED 062 263

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ED 062 129

A Topical List of Theses and Dissertations in Health Education.

ED 062 119

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ED 061 872

Non-Traditional Studies: What Can America Learn from Great Britain?

ED 061 873

The Philosophical Justifications for Black Colleges in a Multiracial Society.

ED 061 871

What Constitutes Equity for Women in Higher Education?

ED 061 870

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ED 062 206

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ED 062 307

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ED 061 625

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ED 061 623

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ED 061 626

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ED 061 621

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ED 061 628

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ED 062 168

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ED 061 935

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ED 062 111

Moratorium on New Junior Colleges.

ED 061 928

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ED 061 929

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ED 062 170

American Bar Foundation, Chicago, Ill.

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ED 062 050

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ED 062 052

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Modern Chemical Technology, Volume 7.

ED 062 143

Modern Chemical Technology, Volume 8.

ED 062 144

Modern Chemical Technology, Volume 9.

ED 062 145

American Council on Education, Washington, D.C.

Faculty Influences on the College Environment.

ED 061 908

250 Institution Index

- American Council on Industrial Arts Teacher Education, Washington, D.C.**
Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education.
ED 062 560
- American Educational Research Association, Washington, D.C.**
Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972).
ED 062 539
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ED 062 540
An Investigation of the Relationship Between Career Patterns of Pennsylvania Community College Faculty and Their Attitudes Toward Educational Issues.
ED 061 886
- American Industrial Arts Association, Washington, D.C.**
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ED 062 560
- American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.**
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ED 062 184
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ED 061 632
The Frostig Program for Perceptual-Motor Development Developed by the Marianne Frostig Center of Educational Therapy. Product Development Report No. 7.
ED 061 523
Holt Social Studies Curriculum. Developed by Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University. Product Development Report 13.
ED 062 246
Individually Prescribed Instruction-Mathematics (IPI-Math). Product Development Report No. 17.
ED 062 183
Materials and Activities for Teachers and Children-The MATCH Program Developed by the Children's Museum, Boston, Massachusetts.
ED 061 774
Sesame Street: Developed by Children's Workshop.
ED 062 026
- American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.**
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ED 062 093
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ED 062 265
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ED 061 993
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ED 062 578
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ED 061 683
- Appalachia Educational Lab., Charleston, W. Va.**
Analysis of Intelligence Scores.
ED 062 016
- Analysis of Social Skills Development in the Appalachia Preschool Education Program.
ED 062 021
Analysis of Visual Perception of Children in the Appalachia Preschool Education Program.
ED 062 019
Attainment of Cognitive Objectives.
ED 062 017
A Comparison of AEL's Preschool Education Program with Standard Kindergarten Programs.
ED 062 023
A Comparison of Two Methods of Presenting Occupational Information.
ED 062 574
Demographic and Socioeconomic Data of the Beckley, W. Va. Area and 1968-1971 Development Costs of AEL's Preschool Education Field Study. Technical Report No. 11.
ED 062 049
Detailed Analysis of the Language Development of Children in AEL's Preschool Education Program.
ED 062 018
Factor Analysis of the Appalachia Preschool Education Program Test Data.
ED 062 020
Measuring Children's Curiosity.
ED 062 022
Summative Evaluation of the Appalachia Preschool Education Program.
ED 062 024
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ED 062 161
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ED 062 348
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ED 061 789
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- California State Dept. of Mental Hygiene, Sacramento. Bureau of Research.**
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ED 062 461
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ED 062 040
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ED 062 041
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ED 062 042
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ED 061 935
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ED 061 928
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Law in a Free Society.
ED 062 225
- California Univ., Riverside. Western Regional School Desegregation Projects.**
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ED 062 500
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ED 061 970
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ED 061 972
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ED 061 971

252 Institution Index

Cardinal Cushing School and Training Center, Hanover, Mass.

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ED 061 680

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ED 062 155

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ED 062 154

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ED 062 156

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ED 062 153

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ED 062 160

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ED 062 157

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ED 062 159

Preparation for Graduate Work in Statistics.

ED 062 152

Qualifications for Teaching University Parallel Mathematics Courses in Two-Year Colleges.

ED 062 149

Recommendations for an Undergraduate Program in Computational Mathematics.

ED 062 158

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ED 062 151

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ED 062 150

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Authorized Course of Instruction for the Quin-mester Program. Science: Scientific Approach to Solving Problems; Who's Who; and What in the World's Going On. ED 062 178
Authorized Course of Instruction for the Quin-mester Program. Science: Genetics; Continuity of Life; and Perpetuating the Species. ED 062 179
Authorized Course of Instruction for the Quin-mester Program. Science: Man and Nature. ED 062 180
Authorized Course of Instruction for the Quin-mester Program. Mathematics: Pre-Algebra I. ED 062 181
Authorized Course of Instruction for the Quin-mester Program. Science: Design for Living. ED 062 211
Creative Journalism: English, Journalism. ED 062 332
Language Arts Quinmester Course of Study: Critical Thinking. ED 062 345
The Mod World of Leather I (Tentative Course Outline), Art Education. ED 062 360
Music: Chorus, Junior. ED 062 362
Music: Music Theory I. ED 062 364
Music: Supplemental Material: Chorus, Junior. ED 062 363
Newspaper Editing: English, Journalism. ED 062 334
Newspaper Makeup: Journalism, English. ED 062 331
Reading the Newspaper: Language Arts. ED 062 335
Social Studies: American Indian. ED 062 254
Social Studies: China: Awakening Giant. ED 062 253
- Social Studies; Colonial America.** ED 062 251
Social Studies: Consumer Education. ED 062 236
Social Studies: Ecology and Survival. ED 062 234
Social Studies: Emergence of America as a World Power. ED 062 255
Social Studies: Life in the Soviet Union. ED 062 252
Social Studies: Our Federal Government. ED 062 235
Social Studies: Politics and Revolution. ED 062 248
Social Studies: School, Home, and Neighborhood, Getting to Know More People and Places. English as a Second Language. ED 062 233
Social Studies: Teenage Living: Home and Family Education. ED 062 247
Social Studies: The Florida Story. ED 062 249
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- ED 062 379
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- ED 062 380
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ED 061 566
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ED 061 569
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ED 062 451
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ED 062 037
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ED 062 032
Fort Benton Home Economics Curriculum Outline.
ED 062 031
Fort Benton Industrial Arts Curriculum Outline.
ED 062 035
Fort Benton Language Arts Curriculum Outline.
ED 062 038
Fort Benton Mathematics Curriculum Outline.
ED 062 036
Fort Benton Science Curriculum Outline.
ED 062 033
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ED 062 034
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256 Institution Index

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ACCESSION NUMBERS SECTION

267

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| CG — Counseling and Personnel Services | RE — Reading |
| EA — Educational Management | SE — Science, Mathematics, and Environmental Education |
| EC — Exceptional Children | SO — Social Studies/ Social Science Education |
| EM — Educational Media and Technology | SP — Teacher Education |
| FL — Languages and Linguistics | TE — Teaching of English |
| HE — Higher Education | TM — Tests, Measurement, and Evaluation |
| JC — Junior Colleges | UD — Disadvantaged |
| LI — Library and Information Sciences | VT — Vocational and Technical Education |

Clearinghouse Number/ED Number Cross Reference Index

AA000991	ED061465	AC012563	ED061519	EA004022	ED061573	EA004231	ED061628	EC041770	ED061682
AA000992	ED061466	AC012564	ED061520	EA004024	ED061574	EA004234	ED061629	EC041771	ED061683
AA000993	ED061467			EA004038	ED061575	EA004235	ED061630	EC041772	ED061684
AA000994	ED061468	CG007002	ED061521	EA004048	ED061576	EA004236	ED061631	EC041773	ED061685
		CG007003	ED061522	EA004070	ED061577	EA004237	ED061632	EC041774	ED061686
AC004287	ED061469	CG007037	ED061523	EA004071	ED061578	EA004238	ED061633	EC041863	ED061687
AC004479	ED061470	CG007039	ED061524	EA004086	ED061579	EA004239	ED061634	EC041864	ED061688
AC006141	ED061471	CG007045	ED061525	EA004088	ED061580	EA004240	ED061635	EC041865	ED061689
AC006196	ED061472	CG007052	ED061526	EA004100	ED061581	EA004241	ED061636	EC041866	ED061690
AC006539	ED061473	CG007056	ED061527	EA004105	ED061582	EA004245	ED061637	EC041867	ED061691
AC006876	ED061474	CG007057	ED061528	EA004106	ED061583	EA004246	ED061638	EC041868	ED061692
AC008261	ED061475	CG007059	ED061529	EA004109	ED061584	EA004247	ED061639	EC041901	ED061693
AC008286	ED061476	CG007065	ED061530	EA004126	ED061585	EA004248	ED061640	EC041902	ED061694
AC008432	ED061477	CG007066	ED061531	EA004159	ED061586	EA004249	ED061641	EC041903	ED061695
AC008639	ED061478	CG007067	ED061532	EA004163	ED061587	EA004250	ED061642	EC041904	ED061696
AC008643	ED061479	CG007068	ED061533	EA004166	ED061588	EA004251	ED061643	EC041905	ED061697
AC008649	ED061480	CG007070	ED061534	EA004167	ED061589	EA004252	ED061644	EC041906	ED061698
AC008764	ED061481	CG007074	ED061535	EA004168	ED061590	EA004259	ED061645	EC041907	ED061699
AC008823	ED061482	CG007075	ED061536	EA004170	ED061591	EA004260	ED061646	EC041908	ED061700
AC008958	ED061483	CG007077	ED061537	EA004175	ED061592	EA004268	ED061647	EC041909	ED061701
AC008972	ED061484	CG007079	ED061538	EA004177	ED061593	EA004269	ED061648		
AC010110	ED061485	CG007082	ED061539	EA004178	ED061594	EA004270	ED061649	EM009476	ED061702
AC012494	ED061486	CG007083	ED061540	EA004179	ED061595	EA004271	ED061650	EM009505	ED061703
AC012495	ED061487	CG007084	ED061541	EA004181	ED061596	EA004272	ED061651	EM009572	ED061704
AC012496	ED061488	CG007085	ED061542	EA004182	ED061597	EA004273	ED061652	EM009585	ED061705
AC012497	ED061489	CG007087	ED061543	EA004184	ED061598	EA004274	ED061653	EM009587	ED061706
AC012498	ED061490	CG007089	ED061544	EA004185	ED061599	EA004276	ED061654	EM009598	ED061707
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AC012500	ED061492	CG007094	ED061546	EA004187	ED061601			EM009611	ED061709
AC012501	ED061493	CG007117	ED061547	EA004188	ED061602	EC041655	ED061656	EM009616	ED061710
AC012502	ED061494	CG007118	ED061548	EA004189	ED061603	EC041656	ED061657	EM009617	ED061711
AC012503	ED061495	CG007121	ED061549	EA004191	ED061604	EC041657	ED061658	EM009642	ED061712
AC012504	ED061496	CG007124	ED061550	EA004192	ED061605	EC041658	ED061659	EM009647	ED061713
AC012505	ED061497	CG007125	ED061551	EA004193	ED061606	EC041659	ED061660	EM009652	ED061714
AC012516	ED061498	CG007129	ED061552	EA004194	ED061607	EC041660	ED061661	EM009653	ED061715
AC012517	ED061499	CG007153	ED061553	EA004196	ED061608	EC041661	ED061662	EM009655	ED061716
AC012518	ED061500	CG007160	ED061554	EA004197	ED061609	EC041662	ED061663	EM009656	ED061717
AC012519	ED061501	CG007161	ED061555	EA004198	ED061610	EC041663	ED061664	EM009659	ED061718
AC012520	ED061502	CG007162	ED061556	EA004199	ED061611	EC041664	ED061665	EM009687	ED061719
AC012521	ED061503	CG007163	ED061557	EA004200	ED061612	EC041665	ED061666	EM009691	ED061720
AC012522	ED061504	CG007164	ED061558	EA004201	ED061613	EC041666	ED061667	EM009693	ED061721
AC012523	ED061505	CG007165	ED061559	EA004204	ED061614	EC041710	ED061668	EM009705	ED061722
AC012525	ED061506	CG007166	ED061560	EA004205	ED061615	EC041711	ED061669	EM009707	ED061723
AC012526	ED061507	CG007169	ED061561	EA004206	ED061616	EC041712	ED061670	EM009709	ED061724
AC012527	ED061508	CG007171	ED061562	EA004207	ED061617	EC041713	ED061671	EM009710	ED061725
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AC012529	ED061510	CG400054	ED061564	EA004209	ED061619	EC041715	ED061673	EM009714	ED061727
AC012530	ED061511	CG400055	ED061565	EA004223	ED061620	EC041716	ED061674	EM009716	ED061728
AC012538	ED061512	CG400056	ED061566	EA004224	ED061621	EC041717	ED061675	EM009718	ED061729
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AC012542	ED061514	CG400058	ED061568	EA004226	ED061623	EC041743	ED061677	EM009726	ED061731
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AC012544	ED061516	CG400060	ED061570	EA004228	ED061625	EC041745	ED061679	EM009739	ED061733
AC012559	ED061517	CG400062	ED061571	EA004229	ED061626	EC041746	ED061680	EM009741	ED061734
AC012562	ED061518	CG400063	ED061572	EA004230	ED061627	EC041747	ED061681	EM009744	ED061735

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EM009747	ED061738	FL003090	ED061836	JC720106	ED061933	RC006036	ED062029	SE013510	ED062126
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EM009768	ED061742	FL003096	ED061840	JC720110	ED061937	RC006058	ED062033	SE013520	ED062130
EM009770	ED061743	FL003103	ED061841	JC720111	ED061938	RC006059	ED062034	SE013530	ED062131
EM009773	ED061744	FL003106	ED061842	JC720112	ED061939	RC006060	ED062035	SE013534	ED062132
EM009775	ED061745	FL003120	ED061843	JC720114	ED061940	RC006061	ED062036	SE013543	ED062133
EM009779	ED061746	FL003122	ED061844	JC720115	ED061941	RC006062	ED062037	SE013544	ED062134
EM009783	ED061747	FL003123	ED061845	JC720116	ED061942	RC006063	ED062038	SE013545	ED062135
EM009785	ED061748	FL003129	ED061846	JC720117	ED061943	RC006064	ED062039	SE013553	ED062136
EM009792	ED061749	FL003166	ED061847	JC720118	ED061944	RC006066	ED062040	SE013557	ED062137
EM009793	ED061750	FL003167	ED061848	JC720119	ED061945	RC006067	ED062041	SE013559	ED062138
EM009796	ED061751	FL003172	ED061849			RC006068	ED062042	SE013560	ED062139
EM009799	ED061752	FL003176	ED061850	L1003532	ED061946	RC006069	ED062043	SE013562	ED062140
EM009802	ED061753	FL003179	ED061851	L1003553	ED061947	RC006070	ED062044	SE013569	ED062141
EM009804	ED061754	FL003180	ED061852	L1003613	ED061948	RC006074	ED062045	SE013570	ED062142
EM009805	ED061755	FL003181	ED061853	L1003614	ED061949	RC006075	ED062046	SE013571	ED062143
EM009806	ED061756	FL003182	ED061854	L1003615	ED061950	RC006076	ED062047	SE013572	ED062144
EM009811	ED061757	FL003183	ED061855	L1003616	ED061951	RC006077	ED062048	SE013573	ED062145
EM009813	ED061758	FL003184	ED061856	L1003617	ED061952	RC006079	ED062049	SE013577	ED062146
EM009815	ED061759	FL003185	ED061857	L1003618	ED061953	RC006080	ED062050	SE013579	ED062147
EM009816	ED061760	FL003186	ED061858	L1003619	ED061954	RC006081	ED062051	SE013594	ED062148
EM009817	ED061761	FL003193	ED061859	L1003620	ED061955	RC006082	ED062052	SE013595	ED062149
EM009818	ED061762	FL003218	ED061860	L1003621	ED061956	RC006083	ED062053	SE013596	ED062150
EM009819	ED061763	FL003225	ED061861	L1003622	ED061957	RC006084	ED062054	SE013597	ED062151
EM009820	ED061764			L1003623	ED061958	RC006085	ED062055	SE013598	ED062152
EM009823	ED061765	HE002712	ED061862	L1003624	ED061959	RC006086	ED062056	SE013599	ED062153
EM009824	ED061766	HE002714	ED061863	L1003625	ED061960	RC006087	ED062057	SE013600	ED062154
EM009828	ED061767	HE002715	ED061864	L1003626	ED061961	RC006088	ED062058	SE013601	ED062155
EM009829	ED061768	HE002716	ED061865	L1003627	ED061962	RC006089	ED062059	SE013602	ED062156
EM009830	ED061769	HE002759	ED061866	L1003628	ED061963	RC006092	ED062060	SE013603	ED062157
EM009831	ED061770	HE002882	ED061867	L1003634	ED061964	RC006093	ED062061	SE013604	ED062158
EM009833	ED061771	HE002898	ED061868	L1003635	ED061965	RC006094	ED062062	SE013605	ED062159
EM009852	ED061772	HE002921	ED061869	L1003636	ED061966	RC006095	ED062063	SE013606	ED062160
EM009872	ED061773	HE002922	ED061870	L1003637	ED061967	RC006096	ED062064	SE013609	ED062161
EM009879	ED061774	HE002924	ED061871	L1003638	ED061968	RC006097	ED062065	SE013610	ED062162
EM009881	ED061775	HE002925	ED061872	L1003639	ED061969	RC006098	ED062066	SE013611	ED062163
EM009937	ED061776	HE002926	ED061873	L1003640	ED061970	RC006099	ED062067	SE013613	ED062164
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through June 1972 issues of *Research in Education (RIE)*:

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

Career Development

USE VOCATIONAL DEVELOPMENT

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose

UF Critical Scores

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

Diplomacy

USE FOREIGN RELATIONS

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis
International Torts
Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure, and properties of the moon

UF Lunar Exploration

Military Policy

USE FOREIGN POLICY

OPEN EDUCATION 140

UF Open Schools

PEACE 480

UF International Peace
World Peace

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians

POLISH AMERICANS 380

POPULATION EDUCATION 140

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

PUPPETRY 030

UF Puppets
Puppet Shows

SEX DISCRIMINATION 480

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units

USE METRIC SYSTEM

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

UPPER DIVISION COLLEGES 470

SN A college offering junior, senior, and graduate level courses only

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment

WAR 480

UF Civil War
Conventional Warfare
International War
Unconventional Warfare

Special Notices

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November 1966—December 1967

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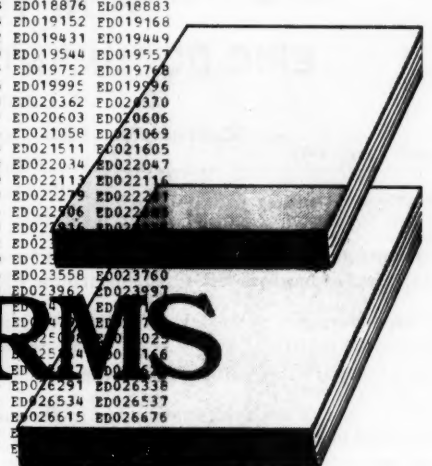
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